LEAD THROUGH LANGUAGE™

GRADE 9 / The Responsible Leader

Grammar • Communication • Leadership • Student Ownership

Four grading periods | Pilot student workbook

Student name:

School / class:

Academic year:

Model before demand. Guide without embarrassment.

Present perfect

Learning target: I can apply this grammar rule in a meaningful leadership situation.

01 OBSERVE & MODEL

I have completed my responsibilities.

Use have or has with a past participle.

Read to Rise: Read the model aloud. Identify the action, the person responsible and the grammatical pattern. Explain why the wording matters.

02 GUIDE — Grammar mastery

Correct this sentence and explain your correction: I have complete my responsibilities.

Write two new sentences using the same grammatical pattern. Underline the target structure.

PERIOD 1 / APPLICATION

03 APPLY — Leadership lab

Document a commitment you have fulfilled.

Describe the situation, identify two possible actions, and explain which action you would choose and why. Use the target grammar at least twice.

Speak to Lead: Present your response in 60 seconds. Ask a partner to identify one strength and one improvement.

04 REFLECT & RELEASE

What did I learn? What will I do independently?

05 OWNERSHIP — Performance assessment

Without looking at the model, write a new example of the target structure. Explain the rule. Then describe a real or hypothetical leadership action using the structure.

Self-assessment: rate each criterion from 1 to 4.

4 = independent and accurate; 3 = mostly accurate; 2 = partial with support; 1 = not yet demonstrated.

Grammar accuracy: ____ Clarity: ____ Leadership reasoning: ____ Reflection: ____

Total: ____ / 16

My evidence and next step:

Teacher feedback / remediation or enrichment:

Relative clauses

Learning target: I can apply this grammar rule in a meaningful leadership situation.

01 OBSERVE & MODEL

The student who volunteered led the discussion.

Use who for people in defining relative clauses.

Read to Rise: Read the model aloud. Identify the action, the person responsible and the grammatical pattern. Explain why the wording matters.

02 GUIDE — Grammar mastery

Correct this sentence and explain your correction: The student which volunteered led the discussion.

Write two new sentences using the same grammatical pattern. Underline the target structure.

PERIOD 2 / APPLICATION

03 APPLY — Leadership lab

Recognize a peer’s contribution.

Describe the situation, identify two possible actions, and explain which action you would choose and why. Use the target grammar at least twice.

Speak to Lead: Present your response in 60 seconds. Ask a partner to identify one strength and one improvement.

04 REFLECT & RELEASE

What did I learn? What will I do independently?

05 OWNERSHIP — Performance assessment

Without looking at the model, write a new example of the target structure. Explain the rule. Then describe a real or hypothetical leadership action using the structure.

Self-assessment: rate each criterion from 1 to 4.

4 = independent and accurate; 3 = mostly accurate; 2 = partial with support; 1 = not yet demonstrated.

Grammar accuracy: ____ Clarity: ____ Leadership reasoning: ____ Reflection: ____

Total: ____ / 16

My evidence and next step:

Teacher feedback / remediation or enrichment:

Second conditional

Learning target: I can apply this grammar rule in a meaningful leadership situation.

01 OBSERVE & MODEL

If I were chairperson, I would invite every voice.

Use past form in the if-clause and would plus base verb in the result.

Read to Rise: Read the model aloud. Identify the action, the person responsible and the grammatical pattern. Explain why the wording matters.

02 GUIDE — Grammar mastery

Correct this sentence and explain your correction: If I would be chairperson, I would invite every voice.

Write two new sentences using the same grammatical pattern. Underline the target structure.

PERIOD 3 / APPLICATION

03 APPLY — Leadership lab

Design a fair response to exclusion.

Describe the situation, identify two possible actions, and explain which action you would choose and why. Use the target grammar at least twice.

Speak to Lead: Present your response in 60 seconds. Ask a partner to identify one strength and one improvement.

04 REFLECT & RELEASE

What did I learn? What will I do independently?

05 OWNERSHIP — Performance assessment

Without looking at the model, write a new example of the target structure. Explain the rule. Then describe a real or hypothetical leadership action using the structure.

Self-assessment: rate each criterion from 1 to 4.

4 = independent and accurate; 3 = mostly accurate; 2 = partial with support; 1 = not yet demonstrated.

Grammar accuracy: ____ Clarity: ____ Leadership reasoning: ____ Reflection: ____

Total: ____ / 16

My evidence and next step:

Teacher feedback / remediation or enrichment:

Active and passive voice

Learning target: I can apply this grammar rule in a meaningful leadership situation.

01 OBSERVE & MODEL

The committee approved the proposal.

Form the passive with be and a past participle.

Read to Rise: Read the model aloud. Identify the action, the person responsible and the grammatical pattern. Explain why the wording matters.

02 GUIDE — Grammar mastery

Correct this sentence and explain your correction: The proposal was approve by the committee.

Write two new sentences using the same grammatical pattern. Underline the target structure.

PERIOD 4 / APPLICATION

03 APPLY — Leadership lab

Explain who is accountable for a service project.

Describe the situation, identify two possible actions, and explain which action you would choose and why. Use the target grammar at least twice.

Speak to Lead: Present your response in 60 seconds. Ask a partner to identify one strength and one improvement.

04 REFLECT & RELEASE

What did I learn? What will I do independently?

05 OWNERSHIP — Performance assessment

Without looking at the model, write a new example of the target structure. Explain the rule. Then describe a real or hypothetical leadership action using the structure.

Self-assessment: rate each criterion from 1 to 4.

4 = independent and accurate; 3 = mostly accurate; 2 = partial with support; 1 = not yet demonstrated.

Grammar accuracy: ____ Clarity: ____ Leadership reasoning: ____ Reflection: ____

Total: ____ / 16

My evidence and next step:

Teacher feedback / remediation or enrichment:

GRAMMAR CHECK / SELF-CORRECTION

Review after completing the four periods. Suggested corrections:

Period 1: I have completed my responsibilities.

Rule: Use have or has with a past participle.

Period 2: The student who volunteered led the discussion.

Rule: Use who for people in defining relative clauses.

Period 3: If I were chairperson, I would invite every voice.

Rule: Use past form in the if-clause and would plus base verb in the result.

Period 4: The committee approved the proposal.

Rule: Form the passive with be and a past participle.

My leadership passport

Record one piece of evidence from each grading period.

Pilot edition: four sample units, not a full-year curriculum. Official MINERD and California alignment requires verification before adoption.