

THE HERO ACADEMY

The Hero's Quest for Knowledge Curriculum

The Scribe's Scroll

Answer and Assessment Guide

History

Veritas. Virtus. Scientia.

Truth. Virtue. Knowledge.

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Edition 0.3 | September 29, 2026

HIST-K-01 | printable section

Includes HIST-K-01. These introductory sections do not constitute a complete kindergarten course or a finished K-12 curriculum.

The four companion books

The Student Book explains concepts through reading, examples, and diagrams. The Adult Teaching Guide provides modeling and supported practice. The Student Workbook holds activities and checks. The Answer and Assessment Guide supplies keys, criteria, and retry guidance.

The K-12 learning roadmap is the plan for future content, not a lesson book. These four growing books contain only the sections listed below.

Using this edition

A beginning reader needs an adult to read the explanatory passages aloud. Independent word reading is expected only for explicitly taught patterns in Reading. An adult supplies safe materials and supports access; oral responses, pointing, or drawings can demonstrate the same skill.

Lesson and activity IDs stay together across the four books. For example, a lesson ending L01 links to the activity ending W01 in the same unit. Each unit finishes with its A01 section check. Matching edition 0.3 components should be used together.

Contents

HIST-K-01 | Before, now, and later

HIST-K-01-L01 - Before and after

HIST-K-01-L02 - A record preserves information

HIST-K-01-L03 - Change and continuity

Learning at an individual pace

The learner revisits the relevant explanation after feedback, then tries a fresh example. Successful demonstration of each target is a suggested local progression rule, not a validated placement score. Personal beliefs and agreement with the author are never graded.

Before, now, and later

Before this section

The learner can communicate a sequence with objects, pictures, speech, or pointing; no dates or reading required.

Materials

Paper, pencil, and three simple drawings made during the lesson. Private family documents are not needed.

Recording evidence

The guide checks the demonstrated skill, not handwriting neatness, speed, or agreement with a personal view. Record the response, support provided, and what needs another example. Do not infer a diagnosis or a grade-level placement from these short checks.

Before and after

Put two observed events in order.

Reading and teaching reference: HIST-K-01-L01

1. Placing the paper.
2. Drawing the circle.
3. Correct order, with oral or nonverbal response accepted.

A record preserves information

Distinguish a recorded observation from a detail that is missing.

Reading and teaching reference: HIST-K-01-L02

1. A drawing associated with its maker; a first name or role is enough.
2. A detail actually visible or recorded.
3. A genuine missing detail, such as exact time or spoken words.

Change and continuity

Describe what changed and what stayed the same across a short observed sequence.

Reading and teaching reference: HIST-K-01-L03

1. Blank, marked, folded, matching the performed activity.
2. A circle was added or the paper was folded.
3. The same sheet was used.

Section check

1. Sequence matches the actions actually performed.
2. Both claims fit the available record.
3. An accurate change; no unsupported cause is required.

After feedback

Repeat a two-action sequence slowly, make a picture immediately after each action, and then return to three actions.

Progress record

Lesson / check ID: _____

Demonstration and support: _____

Needs another example / demonstrated: _____

Date and next step: _____

Sources and content notes

Instruction, practice tasks, and illustrative examples were authored for this series. Invented scenes and diagrams are not historical evidence or measured research data. Source references support the specific concepts below, not a claim of complete topic coverage.

HIST-K-01

Original event-and-record sequence informed by Library of Congress and National Archives source inquiry. Learning goals are local editorial proposals, not an adopted standards crosswalk.

LOC | Library of Congress - Teacher's Guides and Analysis Tool

Observation, reflection, and questions support the original object-and-record activities. Teacher prompting is adapted to visible objects, short oral exchanges, and known classroom records; no independent source-reading expectation is imposed.

<https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/>

NARA | National Archives - History in the Raw

Supports distinguishing records from historical interpretation and considering limits of evidence. Academy examples use recent classroom events or explicitly invented labels, not unsupported claims about ancient objects.

<https://www.archives.gov/education/research/history-in-the-raw.html>

HEADSTART-EARLY | Office of Head Start - Interactive Early Learning Outcomes Framework: Ages Birth to Five

Early-childhood guidance informs adult support, concrete exploration, and communication options. The original Academy sequence does not adopt a standards framework. This birth-to-five resource does not establish full kindergarten coverage, independent reading readiness, or grade-by-grade validation for later levels.

<https://www.headstart.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>

Use and revision

Academy-created pages may be downloaded and printed free for educational use. External sources retain their own rights. A correction should name the edition and lesson or activity ID. Full K-12 coverage, independent subject validation, and final print production remain in development.