

THE HERO ACADEMY

The Hero's Quest for Knowledge Curriculum

The Scribe's Scroll

Student Workbook

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

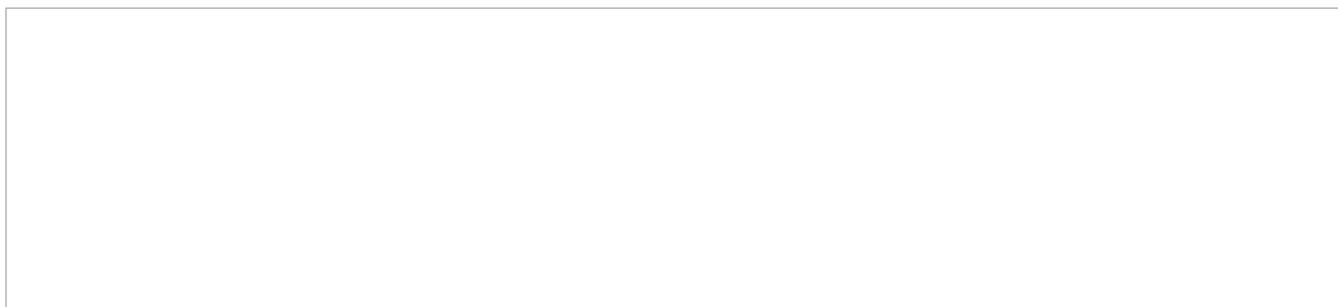
Paper, pencil, and three simple drawings made during the lesson. Private family documents are not needed.

Before and after

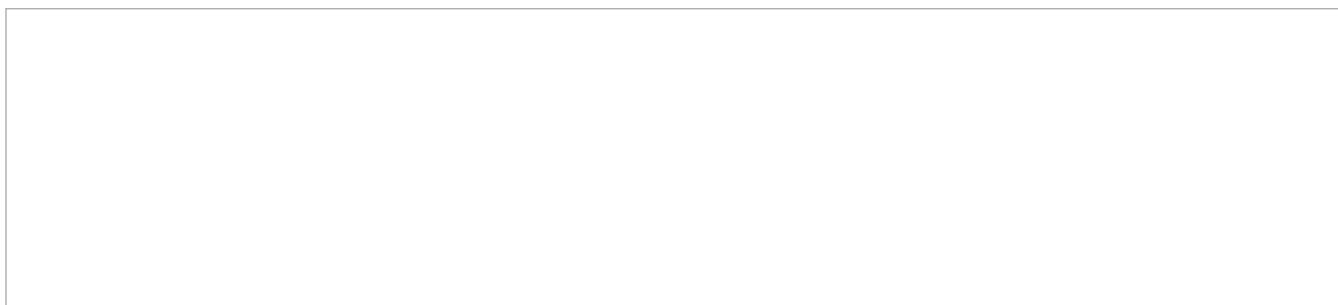
Put two observed events in order.

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

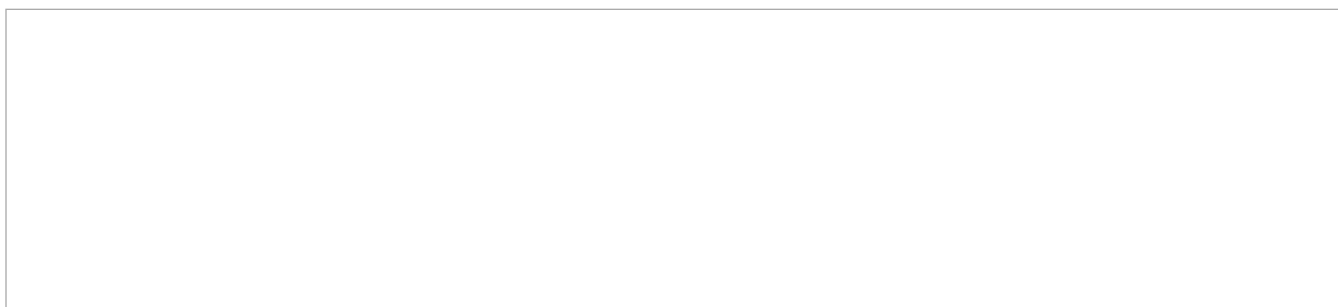
1. An adult places paper down, then draws a circle. The learner draws or indicates the first event.



2. The learner shows the second event.



3. The learner uses before or after, or points between the drawings, to show their order.



Response method / adult support: _____

A record preserves information

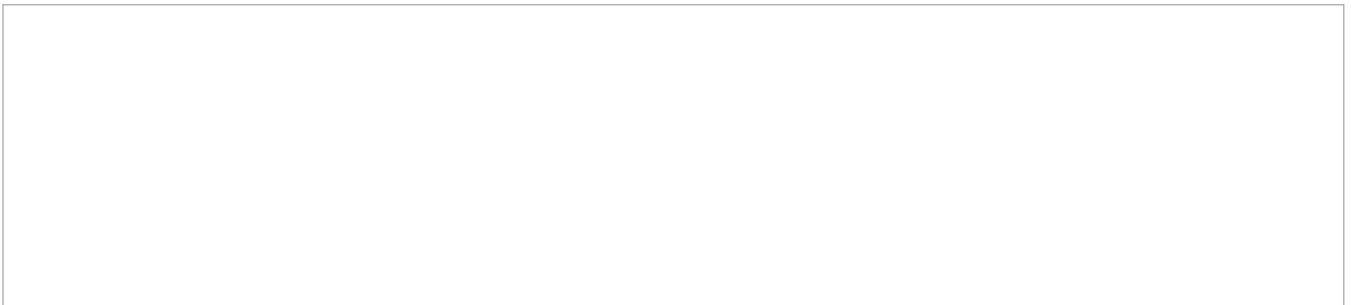
Distinguish a recorded observation from a detail that is missing.

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

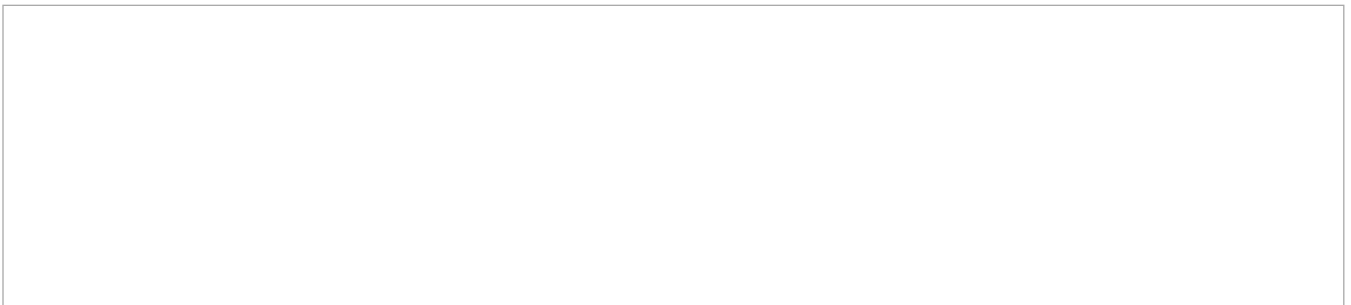
1. The learner draws the completed activity and the adult records who made the drawing.



2. The learner identifies one detail shown in the record.



3. The learner asks one question the record cannot answer by itself.



Response method / adult support: _____

Change and continuity

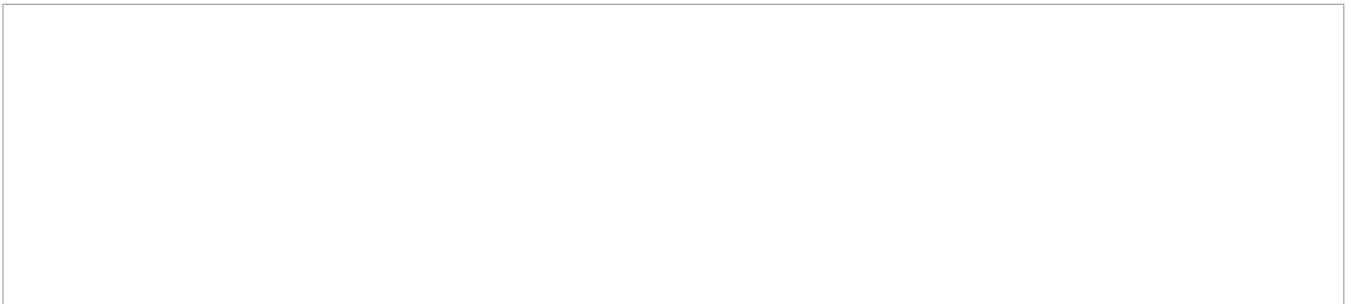
Describe what changed and what stayed the same across a short observed sequence.

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

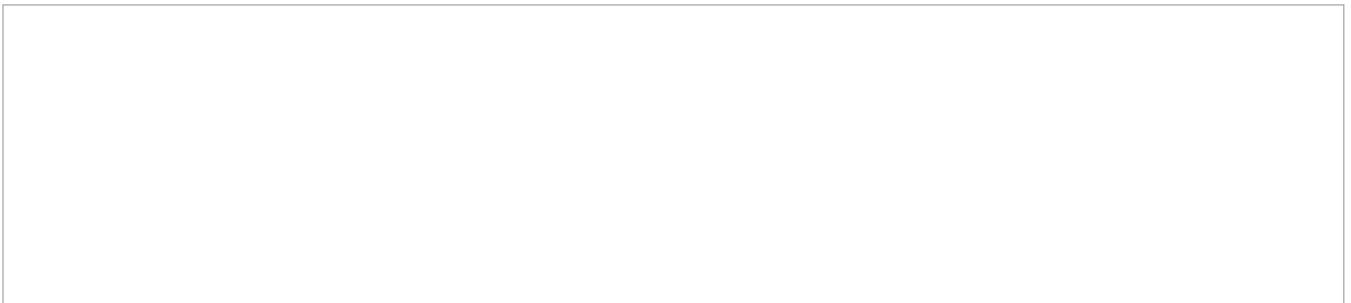
1. The learner orders pictures of blank paper, a circle on paper, and folded paper to match the observed actions.



2. The learner describes one change.



3. The learner describes one thing that remained the same.



Response method / adult support: _____

Section check

1. The learner orders three observed actions.

2. The learner identifies one recorded detail and one missing detail.

3. The learner describes a change without inventing its cause.

After feedback

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

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

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