

The Scribe's Scroll

K-12 learning roadmap

Planning edition 0.3 | September 29, 2026

This is a plan of topics and their order, not a textbook. It contains 13 levels and 52 proposed unit slots. The two introductory sections currently available provide seven lessons. They do not complete kindergarten. The remaining 50 proposed units need research, detailed instruction, practice, and review.

Four books follow one sequence

The Student Book supplies reading and illustrated explanations. The Adult Teaching Guide supports instruction. The Student Workbook contains matched activities and checks. The Answer and Assessment Guide supplies keys and criteria. Each component uses the same unit and lesson IDs.

Levels and readiness

Grade labels organize increasing complexity, not age deadlines. Beginning readers need adult read-aloud and support. Detailed placement instruments and a comprehensive topic coverage audit remain in development. Proposed demonstrations below are planning targets, not released assessments.

Kindergarten entry

Adult-supported observation, communication, and access adaptations; no independent reading required

Reading and page design

One picture and one concrete idea at a time. Short phrases and sentences, usually 2-6 words. Adult introduces unfamiliar labels; independent reading uses explicitly taught sounds and words.

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

3 introductory lessons available; full strand coverage remains unfinished.

HIST-K-02 | Objects and records of the past

4 introductory lessons available; full strand coverage remains unfinished.

HIST-K-03 | Change and continuity nearby

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-K-04 | Questions about the past

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Order a short sequence of observed events
- Identify information present and missing in a simple record
- Describe one change and one continuity without inventing a cause

Research priorities

- Verify short event ordering with original classroom records before comparisons across generations
- Prepare accessible original records whose maker and context are known

Level 1

Demonstrated prerequisite skills from level K; placement is skill-based

Reading and page design

Short familiar sentences and brief decodable passages. Picture support, repeated sentence patterns, and one clear direction per activity.

HIST-1-01 | Calendars and event sequences

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-1-02 | Family and community histories

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-1-03 | Comparing past and present objects

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-1-04 | People and historical evidence

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Place familiar events on a labeled calendar or simple timeline
- Compare a past object with a present object using evidence
- Ask a historical question that a supplied source might help answer

Research priorities

- Verify calendar vocabulary and distinguish elapsed time from event order
- Select museum objects with documented dates and provenance, avoiding private family records

Level 2

Demonstrated prerequisite skills from level 1; placement is skill-based

Reading and page design

Short paragraphs with familiar vocabulary. Introduce new words beside concrete pictures and examples; support a gradual move from decoding to fluent meaning.

HIST-2-01 | Timelines and generations

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-2-02 | Local history and landmarks

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-2-03 | Multiple accounts of an event

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-2-04 | Biographies and historical questions

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Order dated events and explain the time scale used
- Compare two accounts of the same event and identify agreement or difference
- Distinguish a sourced biographical detail from an unanswered question

Research priorities

- Verify local landmark and biography claims with archives or museums
- Check that paired accounts concern the same event and retain necessary context

Level 3

Demonstrated prerequisite skills from level 2; placement is skill-based

Reading and page design

Connected paragraphs and short sections. Explain subject words in context; use labeled pictures, simple tables, and worked examples.

HIST-3-01 | Historical sources and chronology

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-3-02 | Indigenous societies and regional histories

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-3-03 | Community change and migration

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-3-04 | Technology and daily life over time

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Identify a source maker and the circumstances of its creation
- Describe one regional community change using multiple records
- Explain an example of technological change without assuming all communities changed together

Research priorities

- Use tribal museums or nation-authored sources for Indigenous regional histories
- Verify chronology and avoid equating technological difference with human worth

Level 4

Demonstrated prerequisite skills from level 3; placement is skill-based

Reading and page design

Several linked paragraphs with headings. Define new terms, explain diagrams, and connect concrete examples to simple generalizations.

HIST-4-01 | State and regional history

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-4-02 | North America before and after contact

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-4-03 | Colonial societies and exchange

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-4-04 | Historical maps and source comparison

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Place regional events within a broader North American timeline
- Compare accounts of contact or colonial exchange with attribution
- Use historical maps while identifying changing labels and territorial claims

Research priorities

- Source accounts from Indigenous peoples as well as colonial institutions
- Verify historical-map dates, mapmaker purpose, and geographic naming changes

Level 5

Demonstrated prerequisite skills from level 4; placement is skill-based

Reading and page design

Longer explanations broken into purposeful sections. Introduce comparisons, multi-step examples, and simple source notes with guided practice.

HIST-5-01 | United States origins and independence

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-5-02 | Constitutional development and early republic

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-5-03 | Expansion, slavery, and sectional conflict

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-5-04 | Civil War, Reconstruction, and source inquiry

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Sequence major developments from independence through Reconstruction
- Support an explanation of a constitutional change with a document
- Explain a conflict involving slavery or expansion using evidence and distinguish cause from sequence

Research priorities

- Check original constitutional documents and amendments alongside historical context
- Source slavery, emancipation, Indigenous dispossession, and Reconstruction with reliable archives and scholarship

Level 6

Demonstrated prerequisite skills from level 5; placement is skill-based

Reading and page design

Clear middle-grade prose. Define technical vocabulary, separate facts from inferences, and scaffold multi-step reasoning with diagrams and examples.

HIST-6-01 | Early humans and archaeological evidence

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-6-02 | Ancient Africa and Southwest Asia

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-6-03 | Ancient South and East Asia

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-6-04 | Ancient Mediterranean and American societies

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Distinguish archaeological evidence from an inference about early people
- Compare two ancient societies using specified evidence categories
- Place ancient regional developments on a timeline without assuming identical period boundaries

Research priorities

- Verify archaeological dates, ranges, and uncertainty with museums or research institutions
- Audit ancient coverage across Africa, Asia, the Mediterranean, and the Americas

Level 7

Demonstrated prerequisite skills from level 6; placement is skill-based

Reading and page design

More sustained explanatory reading. Build arguments from evidence and model how to read charts, excerpts, and multi-step procedures.

HIST-7-01 | Postclassical Africa and Eurasia

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-7-02 | Medieval Europe and Islamic societies

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-7-03 | American civilizations and Pacific societies

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-7-04 | Exchange, belief, technology, and state formation

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Trace a documented exchange across postclassical regions
- Compare state formation using sources from two societies
- Describe a historical belief as an attributed belief and explain its documented context

Research priorities

- Check chronology and translation context for medieval, Islamic, African, and Asian sources
- Include American and Pacific societies without forcing European period labels onto them

Level 8

Demonstrated prerequisite skills from level 7; placement is skill-based

Reading and page design

Longer texts and increasingly independent analysis. Explain abstract ideas through examples before formal language and applications.

HIST-8-01 | Early modern global connections

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-8-02 | Empires, colonization, and resistance

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-8-03 | Revolutions and industrialization

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-8-04 | Nineteenth-century social and political change

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Trace a documented early modern global connection
- Compare accounts of colonization and resistance with their contexts
- Explain an industrial or revolutionary change using multiple contributing factors

Research priorities

- Verify chronology and sources on forced migration and colonial violence
- Check regional variation in industrialization rather than presenting a single universal sequence

Level 9

Demonstrated prerequisite skills from level 8; placement is skill-based

Reading and page design

High-school subject prose with precise definitions, worked methods, source context, and explicitly labeled interpretation.

HIST-9-01 | United States founding through Reconstruction

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-9-02 | Industrialization, migration, and reform

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-9-03 | Imperialism, World War I, and interwar society

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-9-04 | United States source-based investigation

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Build an evidence-based account of a United States development through the interwar period
- Compare reform or migration experiences across documented groups
- Support a historical claim and address evidence that complicates it

Research priorities

- Verify founding-through-Reconstruction review sources and the transition to later periods
- Research imperialism, World War I, and interwar society with both domestic and affected-population records

Level 10

Demonstrated prerequisite skills from level 9; placement is skill-based

Reading and page design

Extended explanations and evidence comparison. Scaffold unfamiliar specialist terms while increasing independent synthesis and application.

HIST-10-01 | World War II and its contexts

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-10-02 | Decolonization and Cold War systems

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-10-03 | Civil rights and social change

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-10-04 | Late twentieth-century and contemporary history

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Explain a World War II or Cold War development in its historical context
- Compare decolonization or civil-rights movements without assuming identical causes
- Assess a contemporary-history claim using dated sources and acknowledged gaps

Research priorities

- Use established archives and scholarship for the Holocaust, other mass atrocities, and war chronology
- Source decolonization and rights movements beyond a single national perspective and date contemporary claims

Level 11

Demonstrated prerequisite skills from level 10; placement is skill-based

Reading and page design

Sustained analysis, complex sources, and multi-step projects. Explain assumptions, limits, and alternative interpretations supported by evidence.

HIST-11-01 | Comparative world history and causation

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-11-02 | Economic, scientific, and technological change

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-11-03 | Historiography and conflicting interpretations

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-11-04 | Archives, oral history, and ethical research

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Compare historians' explanations of an event and evaluate their evidence
- Explain a technological or economic change without reducing it to a single cause
- Design an oral-history or archive project with consent and contextual documentation

Research priorities

- Check scholarship behind competing interpretations rather than treating all claims as equally supported
- Verify oral-history consent, privacy, and archive reproduction requirements

Level 12

Demonstrated prerequisite skills from level 11; placement is skill-based

Reading and page design

Advanced secondary reading and independent inquiry. Use precise subject language, transparent sources, and capstone applications; optional extensions remain labeled.

HIST-12-01 | United States and global historical synthesis

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-12-02 | Historical argument and counterevidence

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-12-03 | Independent primary-source research

Planned. Topic research, lessons, exercises, and assessments are not yet released.

HIST-12-04 | Documented history capstone and public interpretation

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Develop a sustained historical argument using contextualized primary and secondary sources
- Address credible counterevidence and distinguish uncertainty from lack of evidence
- Present a documented capstone that separates source testimony from the learner's interpretation

Research priorities

- Audit period, region, and population coverage across the full proposed sequence
- Verify citations, translations, asset rights, and scholarly context for each capstone claim

Research and production gates

Each future topic requires authoritative evidence, explicit prerequisites, taught-before-tested content, cumulative practice, keyed assessment, illustrations that support the concept, and editorial and educational review. Framework references do not establish full coverage. No complete KDP edition is ready.

Sources for current sections

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/>

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>

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>