

THE HERO ACADEMY

The Hero's Quest for Knowledge Curriculum

The Alchemist's Compendium

Student Workbook

Science

Veritas. Virtus. Scientia.

Truth. Virtue. Knowledge.

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Edition 0.3 | September 29, 2026

SCI-K-01 | printable section

Includes SCI-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

SCI-K-01 | Observing and comparing

SCI-K-01-L01 - Observations describe what is noticed

SCI-K-01-L02 - Comparisons use the same feature

SCI-K-01-L03 - A record separates observations from explanations

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.

Observing and comparing

Before this section

The learner communicates observations through speech, pointing, drawing, or an accessible alternative. An adult reads the text.

Materials

A clean leaf or paper leaf, two large safe objects with different textures, two straight paper strips of equal width and different lengths prepared by an adult, paper, and a pencil. No tasting, smelling unknown substances, or outdoor collecting is required.

Observations describe what is noticed

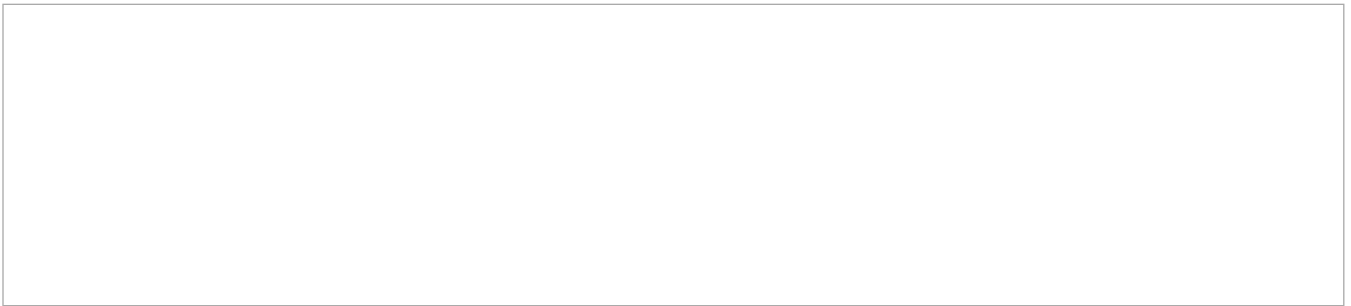
Distinguish an observable feature from a personal preference.

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

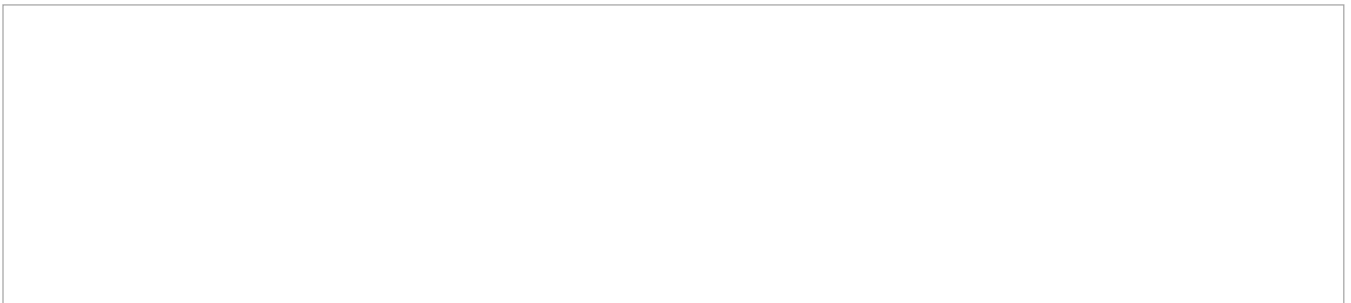
1. The learner draws the object and labels or dictates one observable feature.



2. An adult reads: “The paper is folded” and “The paper is my favorite.” The learner identifies the checkable feature.



3. The learner records how the feature was noticed: looking, safe touching, or an adult-assisted description.



Response method / adult support: _____

Comparisons use the same feature

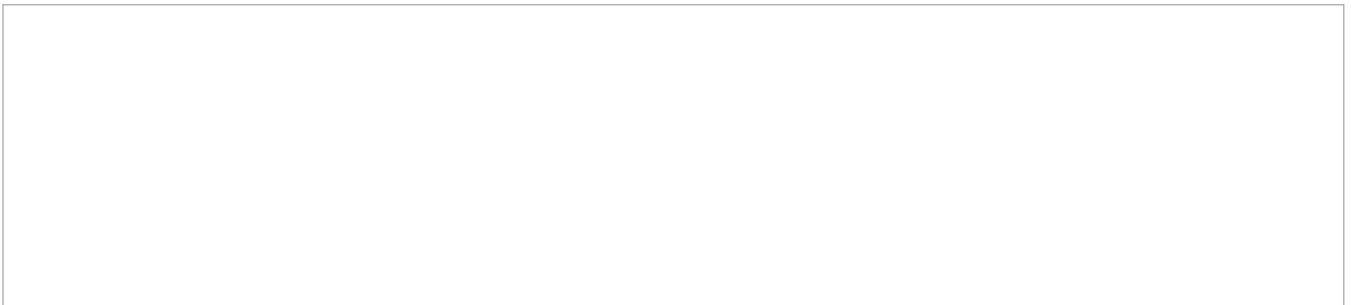
Compare two objects by a named observable property.

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

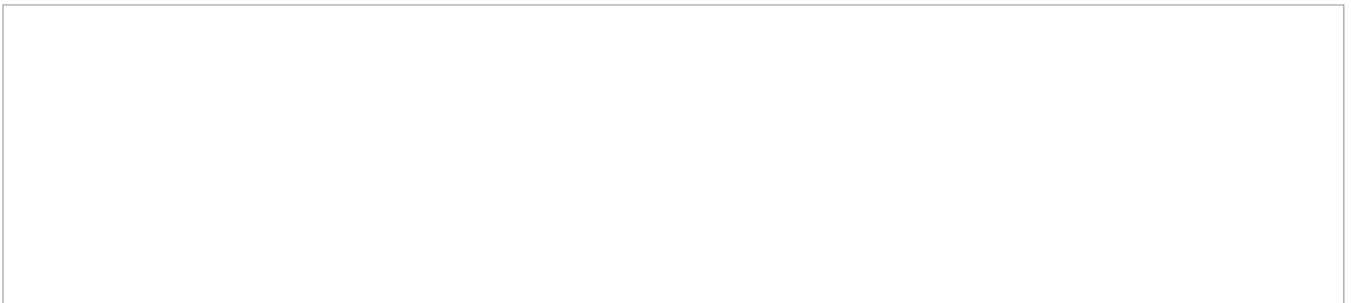
1. The learner draws two compared objects and names the feature compared.



2. The learner records one similarity or one difference using that feature.



3. The adult shifts one strip forward. The learner shows how to line up the strips before comparing length again.



Response method / adult support: _____

A record separates observations from explanations

Record an observation and a question without inventing an answer.

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

1. The learner records one feature of the paper after unfolding.

2. The learner dictates a question that could be checked with the paper.

3. The learner names one thing the paper alone does not reveal, such as who folded it before the lesson.

Response method / adult support: _____

Section check

1. The learner describes one observed feature of a safe object.

2. The learner compares it with a second object using the same feature.

3. The learner records one unanswered question without presenting a guess as a result.

After feedback

Model a single feature and offer two concrete choices. Revisit the same objects, then transfer the skill to a new safe object.

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.

SCI-K-01

Editorial investigation sequence: observe an object, describe one change, compare actual results, and keep a record. Adult-supported tasks develop careful observation before explanations or numerical force calculations. This section is introductory.

NASA-SCIENCE | NASA Space Place: What Is Science?

Background on observation, questions, evidence, and revising explanations. Only these broad concepts inform the introductory paper-observation activities; the page is not a curriculum framework and its historical examples are not reproduced.

<https://spaceplace.nasa.gov/science/en/>

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