

THE HERO ACADEMY

## The Hero's Quest for Knowledge Curriculum

# The Citizen's Compass

## Answer and Assessment Guide

Social Studies

**Veritas. Virtus. Scientia.**

Truth. Virtue. Knowledge.

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### **CIV-K-01 | printable section**

Includes CIV-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

## **CIV-K-01 | Groups, roles, and shared tasks**

CIV-K-01-L01 - Groups and shared tasks

CIV-K-01-L02 - Rules describe expected actions

CIV-K-01-L03 - Choices and different views

## **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.

# Groups, roles, and shared tasks

## Before this section

The learner communicates by speech, gesture, drawing, or assisted communication. Adult read-aloud support is expected.

## Materials

Paper, crayons, a low storage box, and three large shared classroom or household objects. Use a fictional group if personal examples are uncomfortable.

## 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.

# Groups and shared tasks

Identify a group task and the roles that help complete it.

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

1. Any coherent group and safe shared task.
2. A role connected to the task.
3. A different useful role and an appropriate help request. Do not score family structure.

# Rules describe expected actions

Identify a rule and explain its stated purpose.

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

1. A specific, safe expected action.
2. A purpose connected to the rule.
3. An observation from the activity, including evidence that a change may be needed. Agreement with an adult is not the scoring criterion.

# Choices and different views

Distinguish an observed result from a preference about a group choice.

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

1. Two understandable options.
2. A result actually observed in the activity.
3. An accurate account of what the person said they preferred, with recognition that checking the arrangement requires observing the task. No preferred opinion is required.

## Section check

1. Two relevant contributions.
2. A specific action and connected purpose.
3. Correct classification with a reason or demonstration.

### After feedback

Use a concrete two-person task. Model a factual observation and a preference side by side, then ask the learner to distinguish a new pair.

### 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.

### **CIV-K-01**

Original shared-task and classroom-problem sequence informed by Head Start early social learning guidance. Learning goals are local editorial proposals, not an adopted standards crosswalk.

### **HEADSTART-SEL | Office of Head Start - Social and Emotional Learning**

Supports adult modeling, clear expectations, relationships, repeated social practice, and concrete problem solving. Original classroom examples teach roles, turns, and checking a procedure. The resource does not validate the entire social-studies sequence or prescribe a child's personal opinions.

<https://www.headstart.gov/teaching-practices/article/social-emotional-learning>

### **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.