

THE HERO ACADEMY

The Hero's Quest for Knowledge Curriculum

The Citizen's Compass

Adult Teaching 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

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

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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.

CIV-K-01-L01

Groups and shared tasks

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

A group includes people connected for some purpose or activity. A reading group gathers to read and discuss. A clean-up group may work together to put materials away. Members can do different tasks while contributing to the same activity.

A role describes a part in an activity. In an invented example, one learner gathers crayons, another checks that the crayons are in the box, and an adult places the box on a high shelf. The roles describe actions in that situation, not permanent limits on what each person can do.

A task can be assigned according to safety, ability, and the available help. A child is not responsible for doing an unsafe adult task. People

can ask for help or a different way to participate. This curriculum practices responsibility and respect as stated Academy values; those values are not presented as measurements or laws of nature.

Model an example

Worked example - invented group: Two learners organize books. One gathers them from a table and the other puts them on a low shelf. Both actions contribute to storing the books.

Supported practice

The adult proposes a safe shared task. The learner identifies two useful roles and explains or shows how each helps.

Student and workbook links

The Student Book uses CIV-K-01-L01 and its accompanying visual. Then the learner completes CIV-K-01-W01, items 1-3. The answer guide uses that same activity ID.

Picture-reading support

Label this a pretend book-sorting example. Act out safe roles with accessible objects. Adults handle high shelves; children can point, direct, sort, or request help.

Read and point to the diagram; labels are adult-supported. Label this a pretend book-sorting example. Act out safe roles with accessible objects. Adults handle high shelves; children can point, direct, sort, or request help.

Try the real-object activity before the workbook. Label this a pretend book-sorting example. Act out safe roles with accessible objects. Adults handle high shelves; children can point, direct, sort, or request help.

Rules describe expected actions

Identify a rule and explain its stated purpose.

A rule describes an expected or permitted action in a setting. A group might agree that crayons return to a box after an activity. The stated purpose may be to keep the materials available for the next activity.

The rule and its purpose are different parts of the explanation. “Return the crayons” is an action. “So the next person can find them” explains the intended result. The result can be checked instead of assumed.

Rules can be discussed and revised by the people responsible for them. A rule is not automatically effective merely because it exists. A learner can ask what a rule means, whom it affects, and what to do if it is unclear. An unsafe instruction should be taken to a trusted adult; this lesson does not teach unquestioning obedience.

Model an example

Worked example - invented group: “One speaker at a time” is a discussion rule. Its stated purpose is to help participants hear each speaker. The group checks whether the arrangement is actually allowing participants to communicate.

Supported practice

The adult and learner choose a rule for a short shared activity, state its purpose, and observe what happens.

Student and workbook links

The Student Book uses CIV-K-01-L02 and its accompanying visual. Then the learner completes CIV-K-01-W02, items 1-3. The answer guide uses that same activity ID.

Picture-reading support

Introduce an invented group rule, then try an accessible turn activity. Talking is this example; signing, pointing, and communication aids also count. Observe rather than assume success.

Read and point to the diagram; labels are adult-supported. Introduce an invented group rule, then try an accessible turn activity. Talking is this example; signing, pointing, and communication aids also count. Observe rather than assume success.

Try the real-object activity before the workbook. Introduce an invented group rule, then try an accessible turn activity. Talking is this example; signing, pointing, and communication aids also count. Observe rather than assume success.

CIV-K-01-L03

Choices and different views

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

People can prefer different ways to complete a task. One person may prefer placing crayons in rows, while another prefers putting all crayons in one box. A preference describes what a person favors. It does not by itself establish which method meets a particular goal. A report that a person stated a preference can be accurate. That report is different from evidence that the preferred method works better.

A group can name a goal, compare options, and check results. If the goal is finding a crayon, the group can try each arrangement and observe how the search works. The example is a classroom comparison, not a claim that one method is always best.

The learner practices describing another person's view accurately before responding. A person may change a view after seeing evidence or may retain a preference while acknowledging the result. The assessment concerns accurate description and reasons, not adoption of a required personal opinion.

Model an example

Worked example - invented group: One learner likes a mixed box. Another likes rows. Both can accurately report where the crayon was found during a particular trial, even if their preferences differ.

Supported practice

The adult and learner compare two safe ways of arranging materials. Each states a preference, then describes an observed result separately.

Student and workbook links

The Student Book uses CIV-K-01-L03 and its accompanying visual. Then the learner completes CIV-K-01-W03, items 1-3. The answer guide uses that same activity ID.

Picture-reading support

Use invented preferences, then try two arrangements with the learner. Report observed searching separately from what a person says they like. No color distinction is needed.

Read and point to the diagram; labels are adult-supported. Use invented preferences, then try two arrangements with the learner. Report observed searching separately from what a person says they like. No color distinction is needed.

Try the real-object activity before the workbook. Use invented preferences, then try two arrangements with the learner. Report observed searching separately from what a person says they like. No color distinction is needed.

CIV-K-01-A01

Section check

After the lessons, the learner completes CIV-K-01-A01 in the workbook. The assessment guide supplies criteria. An adult reads the directions and records any access support.

Revisit and retry

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.

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

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