

THE HERO ACADEMY

The Hero's Quest for Knowledge Curriculum

The Citizen's Compass

Student Workbook

Social Studies

Veritas. Virtus. Scientia.

Truth. Virtue. Knowledge.

Brandon Mysliwiec

Edition 0.3 | September 29, 2026

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.

Groups and shared tasks

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

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

1. The learner draws or names a group performing a safe task. An invented group is allowed.

2. The learner identifies one role in the task.

3. The learner identifies a second role and a way to ask for help.

Response method / adult support: _____

Rules describe expected actions

Identify a rule and explain its stated purpose.

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

1. The learner dictates the chosen rule.

2. The learner explains the rule's stated purpose.

3. After the activity, the learner describes one observation about whether the rule helped achieve that purpose.

Response method / adult support: _____

Choices and different views

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

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

1. The learner records two possible arrangements for the materials.

2. The learner describes one observed result from trying an arrangement.

3. The learner describes another person's stated preference and explains that the preference alone does not show which arrangement meets the goal.

Response method / adult support: _____

Section check

1. The learner names two roles in a shared task.

2. The learner explains a safe rule and its stated purpose.

3. The learner distinguishes an observed result from a preference.

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.

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.