

Standards Alignment

Each lesson mapped to the specific standards it supports, quoted from the source documents so you can check the fit for your own course.

AP U.S. GOVERNMENT UNIT 4 · C3 FRAMEWORK · NCSS THEMES · COMMON CORE LITERACY

The kit supports the standards below. “Supports” means a named activity does the work the standard describes; it never means the kit covers a framework. Standards are quoted from the official documents as of September 2026. Your state’s civics standard on political ideology belongs on this page too: the Michigan classroom behind L2 maps the unit to Civics 3.5.1 in the Michigan K–12 Social Studies Standards.

AP U.S. GOVERNMENT AND POLITICS, UNIT 4: AMERICAN POLITICAL IDEOLOGIES AND BELIEFS

Course and Exam Description effective Fall 2026. The 2026 edition renumbered its codes; the Fall 2019 codes are in parentheses. The kit supports five of the unit’s ten topics: 4.2, 4.5, 4.6, 4.9 and 4.10.

STANDARD	WHAT IT SAYS	WHERE THE KIT MEETS IT
LO 4.2.A (MPA-1.B)	“Explain how cultural factors influence political socialization.” EK 4.2.A.1: “Family, schools, peers, media, and social environments ... contribute to the development of an individual’s political attitudes and values through the process of political socialization.”	L2 Day 1 lecture on the agents of socialization; H3 family comparison; Day 1 discussion questions.
LO 4.5.A (MPA-2.A)	“Describe the elements of a scientific poll.” EK 4.5.A.2: methodology “is more precise when it includes: i. Accurate sampling methods ... ii. Neutral framing of questions ... iii. Accurate reporting.”	L2 Day 2 measurement lesson (validity, reliability, question wording); the “what can’t the class tally tell us” questions in L1 and L2; writing an eleventh statement.
LO 4.6.A (MPA-2.B)	“Explain the quality and credibility of claims based on public opinion data.”	L2 Day 2 question 3 (“How could our class test that claim?”); the instrument-comparison lab in T1.
LO 4.9.A (PMI-4.C)	“Explain how different political ideologies affect the role of government in regulating the marketplace.” EK 4.9.A.1: “... libertarian ideologies favor little or no regulation of the marketplace beyond the protection of property rights and voluntary trade.”	The economic score on H1; L2 learning target 1; L1 step 4 and L2 Day 3, each region on its own terms.
LO 4.10.A (PMI-4.E)	“Explain how political ideologies vary on the role of the government in addressing social issues.” EK 4.10.A.3: “Libertarian ideologies generally favor little national or state government involvement except when ... protecting private property or individual liberty.”	The personal score on H1; L2 learning target 2. The “one line or two scores?” activity is the CED’s own split between 4.9 (economic) and 4.10 (social).
LO 4.10.B (PMI-4.F)	“Explain how different ideologies affect policy on social issues.”	L2 learning target 3; the AP free-response extension in L2.
Skills 3.C, 3.E, 5	“Explain patterns and trends in data to draw conclusions.” “Explain possible limitations of the data provided.” “Develop an argument in essay format.”	Reading the class chart (L1 step 3, L2 Day 2); the steelman and chart essays, graded with T3.

C3 FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS, GRADES 9–12

National Council for the Social Studies, 2013, revised 2017. “By the End of Grade 12” indicators. The kit is an ideology and deliberation unit; it does not touch the institutions, constitutions and laws indicators (D2.Civ.1–5 and 11–14).

STANDARD	WHAT IT SAYS	WHERE THE KIT MEETS IT
D2.Civ.6.9-12	“Critique relationships among governments, civil societies, and economic markets.”	L3 and T2: economic systems versus political systems; L2 learning target 1.
D2.Civ.7.9-12	“Apply civic virtues and democratic principles when working with others.”	The four ground rules; L1 step 4 group work; L4 Part C.
D2.Civ.8.9-12	“Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.”	L3: Nazi Germany, East and West Germany, Venezuela on the two-axis map.
D2.Civ.9.9-12	“Use appropriate deliberative processes in multiple settings.”	The steelman (H4, L2 Day 3); the discussion protocol in every lesson.
D2.Civ.10.9-12	“Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.”	H2 predict and reflect; L2 Day 1 socialization and family comparison; Day 3 question 4.
D3.3.9-12	“Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.”	T2 verification lab; H5 question 14.
D3.4.9-12	“Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.”	H4: the strongest case, then the best objection; L2 Day 3 question 1.
D4.1.9-12	“Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.”	The steelman essay and the chart essay, graded with T3.
D4.4.9-12	“Critique the use of claims and evidence in arguments for credibility.”	L3 “evaluating the film as evidence”; the source-evaluation questions in T1.

NCSS NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES, TEN THEMES

National Council for the Social Studies, 2010. The high school learning expectations are published in print only, so the kit cites the themes.

STANDARD	WHAT IT SAYS	WHERE THE KIT MEETS IT
Theme 4 · Individual Development and Identity	“Personal identity is shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences ...”	L2 Day 1; H2; L4 pre/post survey.
Theme 5 · Individuals, Groups, and Institutions	“Schools, religious institutions, families, government agencies, and the courts ... play a variety of important roles in socializing individuals ...”	L2 Day 1 agents of socialization; H3.

STANDARD	WHAT IT SAYS	WHERE THE KIT MEETS IT
Theme 6 · Power, Authority, and Governance	“... an understanding of the foundations of political thought ... What are the proper scope and limits of authority?”	The two scores and five regions (L1, L2 Day 3); L3.
Theme 10 · Civic Ideals and Practices	High school: “They become familiar with methods of analyzing important public issues and evaluating different recommendations for dealing with these issues.”	The steelman; the AP free-response extension; the ground rules.

COMMON CORE STATE STANDARDS, LITERACY IN HISTORY/SOCIAL STUDIES

Reading (RH) and Writing (WHST) standards for literacy in history/social studies, grades 11–12 quoted; each has a grades 9–10 parallel. Speaking and Listening (SL) belongs to the English language arts strand.

STANDARD	WHAT IT SAYS	WHERE THE KIT MEETS IT
WHST.11-12.1	“Write arguments focused on discipline-specific content.” 1.b: “Develop claim(s) and counterclaims fairly and thoroughly ... pointing out the strengths and limitations of both claim(s) and counterclaims ...”	H4 and the steelman essay; the T2 chart essay; the “Reasoning and evidence” row of T3.
WHST.11-12.2	“Write informative/explanatory texts ...”	The T2 definition essay; the revised definitions in L3.
WHST.11-12.4	“Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.”	Every task graded with T3.
WHST.11-12.9	“Draw evidence from informational texts to support analysis, reflection, and research.”	H2 reflection using the back of H1; H5; the T2 verification lab.
RH.11-12.4	“Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text ...”	L3 cold definitions, revised after the film; the caricature table in T1 section 6.
RH.11-12.7	“Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) ...”	The class chart with the discussion; H1’s chart with its back-page descriptions.
RH.11-12.8	“Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.”	The T2 verification lab; H5 question 14; “evaluating the film as evidence.”
SL.11-12.1	1.c: “... ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions ...”	The ground rules; every discussion block; L1 step 4 presentations.

Sources: College Board, AP U.S. Government and Politics Course and Exam Description, effective Fall 2026 (apcentral.collegeboard.org). NCSS, The College, Career, and Civic Life (C3) Framework for Social Studies State Standards, rev. June 2017, and National Curriculum Standards for Social Studies, 2010 (socialstudies.org). Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, 2010 (thecorestandards.org).

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