NOVEMBER 2026 / JANUARY 2027 PLANNING

Global History and Geography II atlas

Standards, score design, seasonal evidence, public stimuli, scored work and original transfer tasks.

Thu Jan 28 · 9:15 a.m. | Official January 2027 schedule

January forms	June forms	August forms	Printed slots
4	5	5	504

What the available design supports

Part I contains 28 stimulus-based selected responses. Part II uses paired sources for short responses about context, sourcing and relationships. In Part III students choose an enduring issue and support an argument using at least three of five documents and relevant outside information.

Cartoons appeared on 4/4 January, 5/5 June and 5/5 August forms. Mean cartoon sets per form were 3.75, 1.80 and 2.00. The four January counts were 1, 3, 6 and 5. Decolonization and nationalism (10.7) averaged 4.00, 2.25 and 3.00 MC slots on the smaller topic-mapped sample.

All 14 booklets support stimulus counts. Only 11 have a topic map in the Atlas. A set can serve several questions. The cartoon count increase is exploratory and varies strongly by year.

NYSED course guide / administration authority

A useful preparation decision

Select a recurring evidence demand, compare the official scoring criterion with a response, then change context for an independent check. The six new topic cards below broaden practice. Their contexts are original designs, and their exact future appearance has no estimated probability.

Topic	Original card
Revolution and citizenship	GLOBAL2-N01 Rights on paper and in practice
Industrialization	GLOBAL2-N02 Mechanization and the household
Imperialism and perspective	GLOBAL2-N03 The railway and the concession
War and international institutions	GLOBAL2-N04 Peace after war
Decolonization	GLOBAL2-N05 Winning independence, choosing priorities
Human rights and enduring issues	GLOBAL2-N06 An issue across two settings

Blueprint and score contribution

Component	Range or maximum	Unit
Stimulus-based selected response	28.0 to 28.0	weighted points
Constructed-response question sets	7.0 to 7.0	weighted points
Enduring Issues Essay	5.0 to 5.0	raw rubric points

Inherited NYSED guide snapshot. Consult the current linked guide before operational use. Ranges describe blueprint constraints. Distinct units and weighting rules must be retained.

Preserve the scoring interpretation

A local response criterion supports feedback about that task. A shortened exam or modified full-length assembly lacks the state form's validated conversion. Report separate evidence for independent and prompted work. Preserve item weights when describing coverage.

Code ledger and form prevalence

Each row reports forms with at least one valid matching slot. A count such as 1/2 is a form prevalence, not student accuracy. Codes are retained at their actual mapping granularity. ELA writing tasks carry broad mappings and are excluded from this frequency ledger.

Published code / label	Jan	June	Aug	All
10.1 World around 1750	3/3	3/4	4/4	10/11
10.10 Human rights violations	3/3	3/4	4/4	10/11
10.2 Enlightenment, revolution and nationalism	3/3	4/4	4/4	11/11
10.3 Industrialization	3/3	4/4	4/4	11/11
10.4 Imperialism	3/3	4/4	4/4	11/11
10.5 World wars and their effects	3/3	4/4	4/4	11/11
10.6 Cold War tensions	3/3	4/4	4/4	11/11
10.7 Decolonization and nationalism	3/3	4/4	4/4	11/11
10.8 Traditional cultures and modernization	3/3	4/4	4/4	11/11
10.9 Globalization	3/3	4/4	4/4	11/11
CT Cross-topical classification	3/3	4/4	4/4	11/11

Zero observed January forms provide no winter rate. Multiple codes can describe the same slot. Labels are short teaching descriptions, and official code wording and its boundary remain authoritative.

Topics, trend and stimulus hypotheses

Revolution and citizenship

10.2
January 3/3 | June 4/4 | August 4/4

Pooled planning probability 92.3% for a union of named codes in 11/11 forms. Nominal observed-prevalence interval 74%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis historical teaching simulation using voting eligibility notice. Preserve the target relationship and change the setting.

Industrialization

10.3
January 3/3 | June 4/4 | August 4/4

Pooled planning probability 92.3% for a union of named codes in 11/11 forms. Nominal observed-prevalence interval 74%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed household accounts using factory testimony. Preserve the target relationship and change the setting.

Imperialism and perspective

10.4
January 3/3 | June 4/4 | August 4/4

Pooled planning probability 92.3% for a union of named codes in 11/11 forms. Nominal observed-prevalence interval 74%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed source pair using concession agreement. Preserve the target relationship and change the setting.

War and international institutions

10.5
January 3/3 | June 4/4 | August 4/4

Pooled planning probability 92.3% for a union of named codes in 11/11 forms. Nominal observed-prevalence interval 74%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed policy debate using peace conference cartoon. Preserve the target relationship and change the setting.

Decolonization

10.7
January 3/3 | June 4/4 | August 4/4

Pooled planning probability 92.3% for a union of named codes in 11/11 forms. Nominal observed-prevalence interval 74%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed national planning debate using independence speech. Preserve the target relationship and change the setting.

Human rights and enduring issues

10.10; 10.9
January 3/3 | June 4/4 | August 4/4

Pooled planning probability 92.3% for a union of named codes in 11/11 forms. Nominal observed-prevalence interval 74%-100%. Union of named official codes on valid printed scoring slots in fully mapped target forms.

Design hypothesis constructed evidence set using labor rights comparison. Preserve the target relationship and change the setting.

The contexts are possible practice stimuli. Their probabilities are unestimated. The quantitative estimates apply only to the named mapped-code event. Rows overlap and are not additive.

Observed public stimuli by topic

Revolution and citizenship

GLOBAL2_2026_08 Q7-8 speech

Open this source set or cluster

GLOBAL2_2026_08 Q3-4 document

Open this source set or cluster

Industrialization

GLOBAL2_2026_08 Q5-6 passage

Open this source set or cluster

GLOBAL2_2026_06 Q7-8 speech

Open this source set or cluster

Imperialism and perspective

GLOBAL2_2026_08 Q10-11 cartoon

Open this source set or cluster

GLOBAL2_2026_08 Q9-9 passage

Open this source set or cluster

War and international institutions

GLOBAL2_2026_08 Q16-17 illustration

Open this source set or cluster

GLOBAL2_2026_08 Q14-15 passage

Open this source set or cluster

Decolonization

GLOBAL2_2026_08 Q12-13 passage

Open this source set or cluster

GLOBAL2_2026_06 Q13-14 passage

Open this source set or cluster

Human rights and enduring issues

GLOBAL2_2026_08 Q27-28 document

Open this source set or cluster

GLOBAL2_2026_08 Q25-25 cartoon

Open this source set or cluster

A source-set overlap with a code is broader than a one-to-one match between the format and the entire expectation. The full CSV retains all observed sets and joins.

Released item exemplars and mappings

Revolution and citizenship / GLOBAL2-N01

Practice evidence A claims broad equality while B limits participation by property ownership.

GLOBAL2_2026_08_8 public question

Official published mapping

Verification route live map row match

Industrialization / GLOBAL2-N02

Practice evidence Weekly cash income rises by 4 units while household farm hours fall by 16.

GLOBAL2_2026_08_6 public question

Official published mapping

Verification route live map row match

Imperialism and perspective / GLOBAL2-N03

Practice evidence The company prioritizes export and profitability; the council emphasizes land access or local livelihoods.

GLOBAL2_2026_08_29 public question

Official published mapping

Verification route live map row match

War and international institutions / GLOBAL2-N04

Practice evidence Large war costs can motivate institutions intended to settle disputes through negotiation.

GLOBAL2_2026_08_17 public question

Official published mapping

Verification route live map row match

Decolonization / GLOBAL2-N05

Practice evidence Export revenue competes with domestic food security under a limited budget.

GLOBAL2_2026_08_33 public question

Official published mapping

Verification route live map row match

Human rights and enduring issues / GLOBAL2-N06

Practice evidence An issue such as unequal power or protection of workers can fit when the response explains harm, significance and recurrence.

GLOBAL2_2026_08_28 public question

Official published mapping

Verification route live map row match

The connection is a shared published code. Compare the complete tasks before treating them as equivalent practice.

Substantiate an analytical conclusion

GLOBAL2_2026_01 Q35 | Published result Level 2 of 5

Observed evidence

The anchor includes useful conclusions and some outside information, but the commentary finds too few historical facts supporting the analysis.

Possible interpretation

A plausible generalization may be substituting for specific historical evidence.

Diagnostic prompt

Which group, action or consequence would let another reader test this conclusion?

Teaching move

Choose one conclusion and attach a specific event and a consequence. Explain how the detail supports the enduring issue.

Public task

Sample or criterion

Commentary

Higher comparison anchor

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Demonstrate endurance across contexts

GLOBAL2_2026_08 Q35 | Published result Level 1 of 5

Observed evidence

The paper names scarcity and touches the task components, but develops the issue in a limited regional setting with few details.

Possible interpretation

The student may recognize the issue but have difficulty building a second developed example or connecting it over time.

Diagnostic prompt

Where else can you show this issue, who experienced it, and what persisted or changed?

Teaching move

Use two dated cases and a connecting sentence as a rehearsal. Return to the full document requirements for the complete essay.

Public task

Sample or criterion

Commentary

Higher comparison anchor

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Integrate outside knowledge with sources

GLOBAL2_2026_08 Q35 | Published result Level 3 of 5

Observed evidence

The anchor uses documents and historical references to explain exploitation. The scorer calls for more facts to develop its discussion.

Possible interpretation

The next need may be selecting a precise supporting detail rather than adding another topic.

Diagnostic prompt

Which outside fact would make this particular document interpretation more convincing?

Teaching move

Keep the existing claim. Test two possible outside facts and retain the one whose relevance the writer can explain.

Public task

Sample or criterion

Commentary

Higher comparison anchor

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Six original contexts and the prep route

Card	Target relationship	Transfer condition
GLOBAL2-N01 Rights on paper and in practice	Explain a tension between the two documents.	Compare the tension with a later movement seeking expanded citizenship, using verified course evidence.
GLOBAL2-N02 Mechanization and the household	Describe one change using the data.	Add a price index that doubles and revise the interpretation of increased cash income.
GLOBAL2-N03 The railway and the concession	Compare the priorities represented by the sources.	Replace the prospectus with an engineer's route survey and reconsider what can be inferred.
GLOBAL2-N04 Peace after war	Explain a relationship between the war context and A's proposal.	Add a small state's perspective and identify whose concerns are missing.
GLOBAL2-N05 Winning independence, choosing priorities	Explain the policy tension.	Introduce a sharp export-price fall. Revise the evidence-based argument.
GLOBAL2-N06 An issue across two settings	Develop an enduring-issue claim supported by both settings.	Replace B with an example showing successful enforcement and analyze change alongside endurance.

Retained three-week Studio sequence

Week 1 session 1 Read the object in the cartoon

Week 1 session 2 Turn a timeline into context

Week 2 session 3 Compare voices on industrialization

Week 2 session 4 Read a map claim critically

Week 3 session 5 Explain continuity across independence

Week 3 session 6 Build an enduring-issue paragraph

The practice folder contains the prior standalone original exam, Form B rehearsal insert and directions, exam guide, six-session student prep and worked responses. Separate new stimulus student and teacher books add these six contexts. Use the full-length public booklet links in the assembly map.

Connections and department decisions

GLOBAL2-N01 Rights on paper and in practice

Equating a proclaimed right with equal implementation. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning GEO-N01 Classifying a loading bay, GEO-N02 One observation cannot prove congruence

GLOBAL2-N02 Mechanization and the household

Inferring improved well-being from nominal income alone. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG2-N04 A randomized tutoring comparison, USHG-N04 Relief, recovery, reform

GLOBAL2-N03 The railway and the concession

Describing bias as a reason to discard a source completely. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning GEO-N01 Classifying a loading bay, GEO-N02 One observation cannot prove congruence

GLOBAL2-N04 Peace after war

Treating a proposed institution as evidence that conflict has ended. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG2-N04 A randomized tutoring comparison, USHG-N04 Relief, recovery, reform

GLOBAL2-N05 Winning independence, choosing priorities

Assuming political independence eliminates economic dependence immediately. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N01 Charging the battery cart, ALG1-N03 Two receipt checks

GLOBAL2-N06 An issue across two settings

Naming an issue without showing how it recurs or affects people. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning GEO-N01 Classifying a loading bay, GEO-N02 One observation cannot prove congruence

Use the anonymous calibration record to preserve the initial judgments, criterion evidence, an instructional move and a new independent response. Review the same reasoning in a changed context and record prior exposure.