

Hawai'i APSI 2026 Agenda



Date: 20-23 July, 2026
Time: 8:00 am-4:00 pm
Farrington High School

Theme:

New Location, New Experience and a New Sense of Aloha!
(The Aloha Spirit - compassion and kindness to all with whom we cross paths in our everyday lives).

AP® Environmental Science PBL Course Description:

This workshop is operated on-site.

This program is an interactive professional development experience. It includes an AP Summer Institute and optional online support sessions focused on implementing a project-based learning approach in an AP classroom.

Project Implementation Guides: Provide adaptable course planning and pacing, recommended assessments and assignments that encompass the entirety of the course.

Summer Institute: Four-day training in the summer. The workshop includes project simulations, large group discussions, small group activities, reflection and critique, and individual learning. During the Summer Institute, you will:

- ☒ Identify how students learn AP content and skills through course projects.
- ☒ Understand and apply high-quality PBL design elements and teaching practices.
- ☒ Simulate and model PBL practices using examples from the course projects.
- ☒ Adapt and prepare to implement the projects with your students.

Support Sessions: Five optional online support sessions are offered throughout the academic year. These sessions will provide support and learning opportunities before the beginning of each project. In these support sessions, you will:

- ☒ Reflect on prior project work to identify needs for future project implementation.
- ☒ Review and adapt the upcoming project to best serve your students.
- ☒ Refine your PBL practice within the context of a project-based AP course.

Agenda

Agenda for Days 1-4

The course agenda will adjust with feedback from participants to address the needs of the group, lab equipment availability and living materials that are available.

Day 1

- Discuss what project-based learning is, and why it is beneficial to students. Put into practice the style of PBL, and experience it as a student. Look at examples of the project as a “main course” vs a “dessert”
- Briefly discuss all 5 projects
- Choice board for New to AP or New to PBL material
- Introduce the Implementation plan, resources to help
- Day one of Salinization Lab (AP Lab 16)

Day 2

- Project 1 My Ecofootprint launch event: Sustainability Lab (AP Lab 9)
- Project one example calendar and look into ways to modify/adapt it to meet YOUR needs
- Practice FRQ, grade yourself and look at real student samples and the rubric
- View digital format, with a focus on the math section of the FRQs.
- Project 2 My Community Ecology launch event
- Project 2 example calendar, and ways to modify site/field trip challenges
- Work on Project 1 and 2 Implementation Guide

Day 3

- How do assessments align with PBL?
- Project 3 Agricultural Systems: Build a Agrotourism Farm
- Project 3 example calendar and adaptations
- Practice FRQ, grade yourself and look at real student samples and the rubric
- Implementation guide for project 3
- Project 4 Oceans in Action Summative Assessment: Town Hall Roles
- Project 4 example calendar and adaptations
- Choice board for Progress Checks or Implementation Plan



Day 4

- Project 5 Global Climate Summit example calendar and adaptations
- Review Summative Press Release student examples
- Scaffolding and differentiating
- Lab 16 results
- Choice board for AP exam, lab write-up, or implementation guide
- Practice FRQ, grade yourself and look at real student samples and the rubric
- Celebrate

