

Hawai'i APSI 2026 Agenda



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

Theme:

Sharing the Aloha spirit

(The Aloha Spirit – compassion and kindness to all with whom we cross paths in our everyday lives).

Course Description:

AP World History: Modern PBL for AP Teachers

Designed to integrate the AP World History: Modern Problem-Based Learning curriculum into the open-enrollment public school classroom, this course will include discussions and updated techniques covering the successful introduction and implementation of the AP "habits of mind" into the "classroom." Emphasis will be placed on the four chronological periods and the six themes covered in an AP World History course description. Special focus will be placed on the possible changes to the 2026-2027 AP World History: Modern course, curriculum and/or test given the current environment of digitalization and problem-based learning.

Hands-on activities, simulations, and presentations will cover the following

- Establishing and Maintaining College-Level Academic Standards While Making the Course Enjoyable for both Students and Teachers
- Building Teacher Success and Confidence through Preparation and Flexibility
- Implementing more technology and AP Classroom to meet the needs of possible extended virtual classroom time.
- Making the best use of your school/district learning management systems.
- Creating and Building a perpetually successful AP program
- Using Creative Lessons and Activities to Open the Door to Student Confidence and Success and to Address the Issues of, "But my students can't do this."
- Implementing a Practical Course Syllabus for an Accelerated Block and/or a Traditional School Schedule to prevent, "I've fallen behind and I can't catch up!"
- Making Art and Culture a larger Part of Your Unit Lessons
- Improving Student Organization and opening their eyes to the possibilities of interpreting and understanding world history.
- Teaching Effective Essay-Writing and Critical-Thinking Skills Using Law & Order/CSI investigative style
- Examining the 2025-2026 Exam and Preparing Test-Taking Strategies
- Learning How to Grade the Essays and short answer questions using the rubrics and sample essays from the 20226 APWH read.

What participants should have access to:

- An open mind to changing your course to a more student-centered learning experience.
- 2026-2027 School calendar, if available
- Note-taking materials (laptops or tablets)
- Know the titles of the textbook and document reader used in your class.
- Portable-sized monthly lesson-planning calendar (for the academic year) with squares big enough to write in for planning purposes (digitally, if you want).

AP Project Based Learning Series

World History: Modern APSI Agenda - Online

Driving Question: How can PBL help all students thrive in an AP classroom?

Required topics

- Introduce all 6 projects
- Participants experience tasks for projects 1-3
- Introduce 7 elements of High Quality PBL in the context of experiencing tasks and projects
- Pacing/calendaring
- Assessment – how the projects help teachers introduce SAQs, LEQ, DBQ

Day 1

Project Focus: Trade

High Quality PBL focus: Student voice/choice, challenging problem or question, sustained inquiry

AP World assessment/skills: SAQ

Morning session: 3.5 hours

9: Intros and APSI driving question

10: Experience Project 1: House of Wisdom / student voice/choice

11: Sustained inquiry: main course, not dessert and need to know groups

12: Lunch and async time to read Project 1 implementation guide (live workshop lunch time based on local site schedule)

Afternoon Session: 4 Hours

1: PBL Series overview / the case for PBL / debrief Project 1 implementation guide

2: Experience Project 1: Indian Ocean trade Mongol Court, or Americas

3: Assessment: SAQ / AP Classroom

4: Participant voice and choice: pacing/calendaring, new to AP World session, 1:1 meetings



Day 2

Project Focus: Diplomacy

High Quality PBL focus: authenticity / sustained inquiry
AP World assessment/skills: LEQ and comparison

Morning Session: 3.5 hours

9: Blob Bridge / Need to Know groups and Day 1 debrief
10: Experience Project 2 / Entry event to demonstrate authenticity / Project overview to demonstrate sustained inquiry
11: Lunch and async time to read the Project 2 implementation guide (live workshop lunch time based on local site schedule)

Afternoon Session: 4 Hours

1: LEQ Rubric / debrief Project 2 implementation guide by focusing on how project 2 prepares students for the elements of the LEQ rubric
2: Experience Project 2: choose from art/architecture, resistance speeches, or toasts
3: Participant voice and choice: Calendaring: how to incorporate LEQ skill practice in unit 2, additional LEQ Q&A for new to AP World participants, 1:1 meetings

Day 3

Project Focus: Cookbook

High Quality PBL focus: public product, reflection, critique and revision
AP World assessment/skills: DBQ

Morning Session: 3.5 hours

9: Revisit APSI driving question / Need to Know groups / PBL and broadening access
10: Experience Project 3 / Entry event to demonstrate authenticity / Project overview to demonstrate sustained inquiry (this could also be a project overview and doing Task 1)
11: DBQ Rubric / debrief Project 3 implementation guide by focusing on how project 3 prepares students for the elements of the DBQ rubric
12: Lunch and async time to read the Project 3 implementation guide (live workshop lunch time based on local site schedule)

Afternoon Session: 4 Hours

1: Experience Project 3: recipe research and presentations in small groups
2: Debrief Project 3: opportunities for public product / Austin's butterfly role of critique and revision / rose, bud, thorn
3: DBQ skill building activity: DBQ party or using student samples
4: Participant voice and choice: Calendaring: how to incorporate DBQ skill practice in Project 3, additional DBQ Q&A for new to AP World participants, 1:1 meetings



Day 4

Project Focus: Museums, Non-Aligned Movement, Globalization

AP World assessments/skills: SAQ1

Morning Session: 3.5 hours

9: Blob bridge /

10: Project 4 overview and elements of High Quality PBL / experience Project 4 – Task 2

11: Final need to know groups / Making adjustments: getting behind

12: Lunch and async time to read the Project 4 implementation guide (live workshop lunch time based on local site schedule)

Afternoon Session: 4 Hours

1: Experiencing Project 5: overview and experience Task 3: press conference

2: Experiencing Project 6: overview, SAQ1, experience Task 2 – create responses to a global vision statement

3: What's next: support sessions / building PBL culture

4: Gratitude / commitment statements / words of advice video / APSI survey

