Federal Aviation Administration

Aviation, Animation & ELA

with FAA's Aviation Career Video Series

Teacher Guide for Grades: 6-8

Lesson 2 of 5

Contents

Teacher Guide Introduction

Welcome to Aviation, Animation & ELA *with FAA's Aviation Career Video Series* Teacher Guide – an exciting educational resource designed to introduce students in grades 6–8 to the dynamic world of STEM careers within the Federal Aviation Administration (FAA). This teacher guide accompanies videos from the Junior AOVers series on FAA's Youtube channel. The series highlights the work of Air Traffic Safety Inspectors within the Air Traffic Safety Oversight Service (AOV).

Through engaging video content, students will gain a deeper understanding of how professionals in AOV ensure the safety and efficiency of the National Airspace System. Each video is a micro-lesson on specific topics that explain how AOV conducts safety oversight of the National Airspace System. This guide extends and enhances the video topics through activities aligned with Career and College Readiness (CCR) and English Language Arts (ELA) Standards. At the end of each video students receive a Jr. AOVer digital badge. The videos and activities support academic skill development and inspire students to explore future pathways in science, technology, engineering, and math.

This guide follows the WIPPEA lesson structure (Warm-up, Introduction, Presentation, Practice, Application), providing a complete instructional strategy to help students:

- Build awareness of aviation-related STEM careers,
- Analyze multimedia content for meaning and structure,
- Connect classroom learning with real-world applications.

Let's take flight into the world of aviation safety—and open your students' eyes to the STEM careers shaping the skies.

Video Series Title: Virtual Field Trips to the Air Traffic Safety Oversight Service

How to Use This Guide

Address CCR and ELA Standards While Building STEM Career Awareness

Purpose:

This guide helps you incorporate aviation content into your classroom through engaging lessons aligned with CCR and ELA standards. By using the animated video series and related activities, you can support your students' reading, listening, and critical thinking skills while sparking interest in real-world STEM opportunities.

Overview of the Approach:

- **Engage Students with Multiple Media**
  The lesson uses an animated video about careers in the Air Traffic Safety Oversight Service. Students interact with visual, auditory, and written information, which deepens their understanding and meets CCR standards focused on interpreting and evaluating diverse types of media.

- **Step-by-Step Skill Building**
  The activities are influenced by Bloom's Taxonomy. They are designed to gradually build students' skills: starting with identifying key ideas and summarizing, moving on to analyzing how visuals support narration, then integrating information from different formats, and finally applying their knowledge through creative writing.

- **Highlight STEM Career Awareness**
  While practicing literacy skills, students also learn about exciting STEM careers in the National Airspace System (NAS), making the content relevant and motivating.

Tips for Using the Guide in Your Classroom:

- **Make the Video the Lesson's Anchor**
  Use the animated video as a central tool to introduce and explore STEM careers, helping students visualize these professions.

- **Connect Activities to Standards**
  Each activity is linked to specific CCR and ELA standards to ensure students develop clear, measurable skills in reading, listening, and writing.

- **Encourage Discussion**
  Use guided conversations to deepen students' understanding of STEM careers and connect the content to their future possibilities.

- **Adjust to Your Students' Needs**
  Tailor the timing and complexity of lessons based on your students' grade level and reading abilities.

Video Series 1-5: Lesson and Activity Summary Chart

Video Title	Learning Outcomes	Activity Title	Activity Objective	Associated Standards
Air Traffic Safety Oversight Service (AOV): STEM Careers in the National Airspace System	1. **Identify** key roles of Air Traffic Controllers and Systems Specialists. 2. **Analyze** how visuals enhance narration. 3. **Collaborate** to summarize and explain video segments. 4. **Create** a script, storyboard, or presentation about a STEM aviation career.	**Activity 1:** Segment Summarization & Mapping	Identify main ideas and sequence events.	-CCR Anchor 1 - CCSS.ELA-LITERACY.RI.6.2 / 7.2 / 8.2
		Activity 2: Visual and Verbal Connection	Analyze how visuals support narration.	-CCR Anchor 7 - CCSS.ELA-LITERACY.RI.6.7 / 7.7 / 8.7
		Activity 3: Video Segment Analysis Worksheet	Analyze how each part fits the overall message.	-CCR Anchors 1 & 7 - CCSS.ELA-LITERACY.RI.6.1 / 7.1 / 8.1 - RI.6.7 / 7.7 / 8.7
		Activity 4: STEM Career Video Script or Storyboard	Apply understanding creatively through scripting or storyboarding.	-CCR Anchor 4 - CCSS.ELA-LITERACY.W.6.3 / 7.3 / 8.3 - CCSS.ELA-LITERACY.SL.6.4 / 7.4 / 8.4
Oversight: Think Like a Safety Inspector	1. **Recall** roles and safety steps of Air Traffic Safety Inspectors. 2. **Analyze** how inspectors collect data and make safety decisions. 3. **Collaborate to summarize** key ideas with evidence.	**Activity 1:** Identifying Career Paths in Aviation	Identify and summarize different STEM careers in aviation.	-CCR Anchor Standard 1 - RI.6-8.3

Video Title	Learning Outcomes	Activity Title	Activity Objective	Associated Standards
	4. **Write** an evidence-based paragraph on inspectors' role in aviation safety.			
		Activity 2: Analyzing Safety Data and Critical Thinking	Analyze parachute incident data and inspector decision-making.	-CCR Anchor Standard 1 - RI.6-8.3
		Activity 3: Mapping the National Airspace System (NAS)	Create a simplified aeronautical chart including parachute operations.	-CCR Anchor Standard 7 - RI.6-8.7
		Activity 4: Create Your Own Safety Oversight Plan	Design a safety oversight plan for a new aviation issue.	-CCR Anchor Standard 8 - W.6-8.2
Oversight: Rules in the National Airspace System	1. **Discuss** the importance of rules in daily life and NAS. 2. **Identify** central idea and key details on NAS safety rules. 3. **Write** an evidence-based summary on role of rules. 4. **Collaborate** to create a visual linking NAS activities to rules.	**Activity 1:** Understanding the Importance of Rules	Identify reasons why rules are necessary in the NAS using evidence from the video.	-CCR Anchor Standard 1 - RI.6-8.2
		Activity 2: Visualizing NAS Activities	Analyze NAS activities and explain the need for rules for each.	-CCR Anchor Standard 7 - RI.6-8.7

Video Title	Learning Outcomes	Activity Title	Activity Objective	Associated Standards
		Activity 3: Summarizing the Video's Main Idea	Write a summary identifying the central idea and supporting details of the video.	-CCR Anchor Standard 1 - RI.6-8.2
		Activity 4: Designing Rules for a New NAS Activity	Create safety rules for a hypothetical NAS activity.	- CCR Anchor Standard 8 - W.6-8.2
Oversight: Safety Risk Management	1. **Explain** risk management with real-life examples. 2. **Outline** the five steps of the D.I.A.A.T. model. 3. **Apply** the D.I.A.A.T. steps in a graphic organizer. 4. **Develop and present** a risk management plan using D.I.A.A.T.	**Activity 1:** Breaking Down the D.I.A.A.T. Model	Identify and summarize the five steps of the FAA's D.I.A.A.T. Safety Risk Management model.	-CCR Anchor Standard 1 - RI.6-8.3
		Activity 2: Hazard Hunt — Identifying Risks	Identify hazards in a scenario using the "Identify Hazards" step of the model.	-CCR Anchor Standard 8 - RI.6-8.3
		Activity 3: Risk Analysis and Assessment Chart	Analyze and assess potential risks based on severity and likelihood.	-CCR Anchor Standard 7 - RI.6-8.3
		Activity 4: Creating a Risk	Create and communicate a plan to reduce	-CCR Anchor Standard 8 - W.6-8.2

Video Title	Learning Outcomes	Activity Title	Activity Objective	Associated Standards
		Treatment Plan	or eliminate risks using the D.I.A.A.T. model.	
AOV Credentialing Program	1. **Define** credentialing and explain its importance in public safety jobs. 2. **Identify** roles and responsibilities of FAA AOV credential holders. 3. **Organize** credentialing roles into a structured chart. 4. **Research and present** credentialing in other professions.	**Activity 1:** Understanding Job Roles	Identify and summarize duties of AOV credential holders.	-CCR Anchor Standard 1 - RI.6-8.2
		Activity 2: Vocabulary Detective — What is Credentialing?	Define and explain "credentialing" using video context.	-CCR Anchor Standard 4 - RI.6-8.4
		Activity 3: Analyze the Credentialing Program's Importance	Analyze how credentialing maintains NAS safety.	-CCR Anchor Standard 8 - RI.6-8.3
		Activity 4: Create Your Own Safety Role	Design a new NAS safety role and explain its duties.	-CCR Anchor Standard 7 - W.6-8.2

Video Engagement Strategy *(Grades 6–8)*

Video Title: Oversight: Think Like a Safety Inspector

Learning Outcome:
By the end of the lesson, students will be able to:

1. **Recall** key roles and safety steps Air Traffic Safety Inspectors perform in the National Airspace System.
2. **Analyze** a specific video segment or transcript passage to identify how inspectors collect data and make safety decisions.
3. **Collaborate** in pairs or groups to summarize a key idea or event and cite evidence from the video or transcript.
4. **Write** a short, evidence-based paragraph explaining how Air Traffic Safety Inspectors help keep the National Airspace System safe.

Lesson Plan: Thinking Like an Air Traffic Safety Inspector

Duration: 45-60 minutes

Standards:

- **Career and College Readiness (CCR) Standard:**
  CCR Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- **Reading Standard (ELA 6-8):**
  RI.6-8.3 — Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)

Video link:
https://www.youtube.com/watch?v=nxpmSrobqO0&list=PL5vHkqHi51DQQKvujrzGD60bhWC4RMDfV&index=2

Vocabulary

Video Title: Oversight: Think Like a Safety Inspector

Grade 6 Word/Phrase	**Simplified Definition**	**Grade 7 Word/Phrase**	**Simplified Definition**	**Grade 8 Word/Phrase**	**Simplified Definition**
report	A written or spoken description of something	analyze	To look at something carefully to understand it	analyze (critical thinking)	To study something deeply to find important details
parachute	A device that helps people float safely to the ground	incidents	Accidents or unexpected problems	corrective action	Steps taken to fix a problem
engineer	A person who designs or builds machines or structures	evaluate	To decide how good or useful something is	oversight	Watching and checking to make sure rules are followed
carrier	A company that provides transportation (like an airline)	protocols	Official ways to do things	aeronautical charts	Special maps for airplanes
team	A group working together	data	Information or facts	evaluate (in detail)	To carefully judge or study something

Grade Levels: 6th, 7th, and 8th

W- Warm-Up

Begin by asking students:

- "Have you ever thought about how airplanes stay safe in the sky?"
- Show a quick 1-2 minute clip or a brief summary of the FAA Air Traffic Safety Inspector video to spark interest.
- Ask students what jobs they think might exist to keep planes and passengers safe.

I - Introduction

- Students watch the full FAA AOV video or read the transcript provided.
- Prompt students to note down key roles and steps inspectors take to ensure safety (collecting data, reviewing rules, collaborating with other teams, etc.).

P - Presentation

- Teacher models how to analyze a section of the transcript: for example, the story about parachute operation incidents, showing how inspectors collected data and made decisions.
- Discuss how the inspectors "think critically" — analyze facts, make plans, and follow up.

P - Practice

- Students work in pairs or small groups to:
    - Identify and summarize one key idea or event from the video (e.g., parachute operation safety measures).
    - Cite evidence from the transcript to support their summary.

E - Evaluation

- Students individually write a short paragraph answering:

    - "How do Air Traffic Safety Inspectors help keep the National Airspace System safe? Use evidence from the video."
- Use the rubric below to assess their response.

A - Application

- Students brainstorm and create a simple "Air Traffic Safety Inspector" checklist for a hypothetical new aviation safety issue (e.g., drone traffic or weather monitoring).
- Share their checklist with the class and explain their reasoning using evidence from the video.

Materials Needed

- FAA Air Traffic Safety Inspector video or transcript
- Student notebooks or devices for note-taking
- Projector or screen for showing video clips
- Printed rubric and writing paper or digital submission tool

Teacher Instructions

- Prepare the video and transcript in advance.
- During the presentation, model close reading and critical thinking explicitly.
- Monitor group work, supporting students in citing textual evidence.
- Encourage students to connect STEM careers with reading comprehension and critical thinking skills.
- Provide clear expectations for paragraph writing and checklist creation.

Assessment

Written paragraph response:

- How do Air Traffic Safety Inspectors help keep the National Airspace System safe? Use specific evidence from the video/transcript.

Video-Based Activities for Thinking Like a Safety Inspector

Activity 1: Identifying Career Paths in Aviation

Skills Practiced: Comprehension, Identifying Key Details

Objective: Students will identify and summarize different STEM careers related to aviation presented in the video.

Aligned Standards:

- CCR Anchor Standard 1: Cite specific textual evidence.
- RI.6-8.3: Analyze how key individuals are introduced and elaborated in a text.

Materials:

- Video segment (first 1:30 minutes) or transcript excerpt describing careers
- Graphic organizer for careers (columns: Career Title, Job Description, Prior Experience)
- Writing paper or digital document

Instructions:

1. Watch the first part of the video where three inspectors introduce their careers.
2. Fill in the graphic organizer with each person's job title, what they did, and how it relates to their current role.
3. Discuss as a class why having different backgrounds helps the FAA team work better.

Assessment:

- Completed graphic organizer with accurate career details and job descriptions.

Rubric (8 pts total): Identifying Career Paths in Aviation (Grades 6–8)

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom's Level(s)	CCR/ELA Standard Alignment
Career Detail Accuracy *(Graphic organizer: career, job description, background)*	All careers are identified with **complete, accurate job descriptions** and **clearly explained prior experience**.	Most careers are correctly identified; job details are **mostly accurate** with some gaps in background info.	Some careers or job details are **missing or partially accurate**; backgrounds are unclear.	Organizer is **incomplete or mostly inaccurate**; careers are misunderstood or missing.	**Understanding, Analyzing**	**-CCR.R.1** – Cite evidence **-RI.6–8.1** – Support conclusions with evidence
Use of Video or Transcript Evidence *(Support for career details)*	Career information is supported with **specific and relevant evidence** from the video or transcript.	Uses **some relevant evidence** from the video or transcript; may not fully connect to all details.	Evidence is **general or inconsistently used** across careers.	Little or **no evidence** is used to support descriptions.	**Understanding, Evaluating**	**-CCR.R.1** – Cite specific textual evidence **-RI.6–8.1** – Analyze explicit and inferred content
Analysis of Background Experience *(Connections between past roles and current career)*	Clearly **analyzes how prior experience contributes** to each FAA team member's current role.	Makes basic or partial connections between prior experience and current role.	Provides a **limited or vague explanation** of the relationship between past and current roles.	**No clear analysis** of background or connections.	**Analyzing, Applying**	**RI.6–8.3** – Analyze how individuals are introduced and elaborated
Participation in Discussion *(Collaborative synthesis)*	Actively participates in class discussion, offering **insightful comments** on how team	Contributes to discussion with **relevant comments** or reflections.	Participation is **minimal or off-topic**.	**No participation** or comments are unclear/off-task.	**Applying, Creating**	**-CCR.SL.1** – Participate effectively in discussions **-SL.6–8.1** – Engage in collaborative discussions

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom's Level(s)	CCR/ELA Standard Alignment
	diversity improves performance.					

Summary of Learning Goals Assessed:

- Identifies **key individuals and career paths** accurately.
- Supports understanding with **evidence from video or transcript**.
- Analyzes how **backgrounds influence roles**, supporting career literacy.
- Builds **collaborative thinking** through discussion.

Activity 2: Analyzing Safety Data and Critical Thinking

Skills Practiced: Analytical Thinking, Inference, Textual Evidence

Objective: Students will analyze the parachute operation incident data story and explain how inspectors used critical thinking.

Aligned Standards:

- CCR Anchor Standard 1: Make logical inferences supported by textual evidence.
- RI.6-8.3: Analyze how an event is illustrated and elaborated in a text.

Materials:

- Transcript excerpt about parachute operation incidents
- Chart paper or digital tool for creating cause-effect diagrams
- Markers or drawing tools

Instructions:

1. Read the section about the parachute incident report.
2. In groups, create a cause-effect diagram showing how the data led to action by inspectors.
3. Present your diagram, explaining the inspectors' reasoning and how they worked with other teams.

Assessment:

- Cause-effect diagram with clear links and group oral explanation.

Rubric (8 pts total): Analyzing Safety Data and Critical Thinking (Grades 6–8)

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom's Level(s)	CCR/ELA Standard Alignment
Cause-Effect Diagram Clarity *(Logical organization of event and outcomes)*	Diagram **clearly and logically maps** causes and effects of the incident,	Diagram shows **mostly clear connections**, with some logical order;	Diagram includes **basic links**, but some are confusing, incomplete, or disorganized.	Diagram is **inaccurate or unclear**, with weak or missing cause-effect links.	**Analyzing, Understanding**	**-RI.6–8.3** – Analyze how events are elaborated **-CCR.R.1** – Make

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom's Level(s)	CCR/ELA Standard Alignment
	showing how data led to inspectors' actions.	minor links may be unclear.				inferences supported by evidence
Explanation of Reasoning *(Group oral explanation of inspector thinking)*	Group **clearly explains the inspectors' reasoning**, using specific, relevant details from the transcript.	Group explains reasoning with **some clarity**, using a few relevant details.	Explanation is **vague or partially correct**; few details are cited.	Explanation is **unclear or lacks connection** to text; little to no evidence used.	**Evaluating, Explaining**	**-CCR.R.1** – Support conclusions with textual evidence **-SL.6–8.4** – Present ideas clearly with relevant details
Use of Textual Evidence *(Supporting claims with examples)*	Evidence from the transcript is **specific, accurate, and well-integrated** into the diagram and explanation.	**Some accurate evidence** used; may lack context or be partially explained.	**Limited or unclear use of evidence**; may be general or not directly tied to points.	**Little or no textual evidence** used to support analysis.	**Understanding, Evaluating**	**-RI.6–8.1** – Cite specific textual evidence **-CCR.R.1** – Read closely and support inferences
Collaboration & Presentation *(Teamwork and delivery)*	Group collaborates effectively and **presents clearly**, with organized visuals and shared speaking roles.	Presentation is mostly clear with **minor delivery or collaboration issues**.	Group shows **some teamwork**, but presentation lacks clarity or engagement.	**Presentation is disorganized** or relies on one speaker; group effort not evident.	**Applying, Creating**	**-SL.6–8.1** – Collaborate effectively in groups **-SL.6–8.4** – Present information clearly

Summary of Learning Goals Assessed:

- Encourages **critical thinking and inference** from real-world safety data.
- Builds **logical reasoning** through visual representation (cause-effect).

- Reinforces the use of **textual evidence** and collaborative explanation.

Activity 3: Mapping the National Airspace System (NAS)

Skills Practiced: Application, Spatial Reasoning, Collaboration

Objective: Students will apply knowledge by creating a simplified aeronautical chart including parachute operations.

Aligned Standards:

- CCR Anchor Standard 7: Integrate information from different media or formats.
- RI.6-8.7: Integrate information presented visually with text in order to understand the topic.

Materials:

- Blank map outline of a simple airspace or local area
- Markers or digital drawing app
- Transcript excerpt about aeronautical charts and parachute operations

Instructions:

1. Review the video segment about adding parachute operations to aeronautical charts.
2. In pairs, mark locations of parachute zones and flight paths on a blank map.
3. Add symbols or labels and prepare a short explanation of why these markings are important.

Assessment:

- Completed map with accurate labels and paired explanation.

Rubric (8 pts total): Mapping the National Airspace System (Grades 6–8)

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom's Level(s)	CCR/ELA Standard Alignment
Map Accuracy & Detail *(Correct placement of parachute zones*	Map is **accurate and complete**, with clearly marked parachute zones	Most zones and paths are **correctly marked**, with minor	Some **elements are missing or inaccurately placed**;	Map is **mostly inaccurate or incomplete**, with incorrect or missing labels.	**Applying, Creating**	**-CCR.R.7** – Integrate information from media formats

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom's Level(s)	CCR/ELA Standard Alignment
and flight paths)	and flight paths using appropriate symbols and scale.	inaccuracies or unclear symbols.	symbols may be unclear or inconsistent.			**-RI.6–8.7** – Interpret visual and textual information
Visual Clarity & Labeling *(Use of symbols, labels, and organization)*	Symbols and labels are **clearly presented**, consistently used, and enhance understanding of the airspace system.	Symbols and labels are **mostly clear**, with some inconsistencies or minor confusion.	Labels or symbols are **partially used** or difficult to interpret.	Symbols/labels are **missing or unclear**; presentation is disorganized.	**Understanding, Applying**	**-RI.6–8.7** – Interpret and organize visual information effectively
Explanation of Airspace Features *(Purpose and importance of chart elements)*	**Effectively explains** why chart markings matter using relevant information from the video and/or transcript.	Provides a **clear explanation**, though some points may be underdeveloped or partially explained.	Offers a **basic or general explanation**; lacks detail or clarity.	Provides **little or no explanation** of the chart's purpose or relevance.	**Analyzing, Explaining**	**-CCR.R.7** – Evaluate content in diverse media **-RI.6–8.7** – Connect visuals to textual context
Collaboration & Presentation *(Pairwork and delivery of explanation)*	Pairs work **effectively and equitably**, presenting information **clearly and confidently**.	Pair demonstrates **mostly effective collaboration**, with clear but not fully polished presentation.	Some teamwork present; presentation may be **disorganized or unevenly shared**.	**Minimal collaboration**; presentation is unclear or only one partner contributes.	**Applying, Creating**	**-SL.6–8.1** – Collaborate effectively in groups **-SL.6–8.4** – Present ideas clearly with supporting detail

Summary of Learning Goals Assessed:

- Applies knowledge of airspace using **visual-spatial thinking**.
- Promotes **visual literacy** through mapping and labeling.
- Strengthens skills in **collaborative presentation** and explaining **real-world systems**.

Activity 4: Create Your Own Safety Oversight Plan

Skills Practiced: Synthesis, Application, Writing

Objective: Students will design a simple safety oversight plan for a new aviation-related issue using critical thinking skills.

Aligned Standards:

- CCR Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text.
- W.6-8.2: Write informative/explanatory texts to examine a topic and convey ideas clearly.

Materials:

- Worksheet with guiding questions for planning (What is the safety issue? What data would you collect? What rules apply? Who would you collaborate with?)
- Writing paper or digital submission

Instructions:

1. Review how the FAA inspectors used data and rules to improve parachute safety.
2. Choose a hypothetical new issue (e.g., drone flights, weather hazards).
3. Complete the worksheet and write a brief plan explaining how you would oversee safety for this issue.

Assessment:

- Written plan that addresses all guiding questions and uses logical reasoning.

Rubric (12 pts total): Create Your Own Safety Oversight Plan (Grades 6–8)

Criteria	**4 – Excellent**	**3 – Good**	**2 – Fair**	**1 – Needs Improvement**	**Bloom's Level(s)**	**CCR/ELA Standard Alignment**
Clarity of Safety Issue & Context *(Identification of aviation-*	Clearly defines a **relevant and realistic safety issue**	Identifies a clear issue with **basic context** or relevance.	Issue is **partially defined** or lacks relevance /clarity.	Safety issue is **vague, unrealistic**, or missing.	**Understanding, Applying**	**-W.6–8.2.A** – Introduce a topic clearly

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom's Level(s)	CCR/ELA Standard Alignment
related concern)	and provides strong context for why oversight is needed.					**-CCR.R.8** – Evaluate claims and evidence
Application of Oversight Process *(Use of rules, data, and collaboration)*	Plan **thoroughly explains** how data would be used, what rules apply, and how collaboration would happen.	Explains most steps of oversight with **minor gaps or limited detail**.	Plan shows **some understanding**, but lacks clarity or misses key elements.	Oversight plan is **underdeveloped or inaccurate**; key steps are missing.	**Applying, Analyzing**	**-W.6–8.2.B/C** – Develop topic with facts, examples, and organized structure
Use of Logical Reasoning *(Justification for actions and choices)*	Provides **clear, well-supported reasoning** for choices using facts, examples, or hypothetical data.	Reasoning is **mostly clear**, but may rely on generalizations or lack full support.	Provides **basic logic**, but with limited support or explanation.	**Little or no reasoning** given; ideas are unsupported or unclear.	**Evaluating, Creating**	**-CCR.R.8** – Evaluate argument and claims **-W.6–8.2.E** – Use logical progression of ideas
Completeness & Writing Quality *(Addresses all guiding questions and organizes ideas)*	Addresses **all guiding questions** thoroughly with clear, well-organized writing.	Answers most guiding questions; writing is **organized with minor clarity issues**.	Plan is **partially complete** or somewhat disorganized.	Writing is **incomplete, unclear**, or missing key components.	**Creating, Synthesizing**	**-W.6–8.2.F** – Maintain formal style and coherence **-CCR.W.2** – Convey ideas clearly through explanation

Summary of Learning Goals Assessed:

- Synthesizes knowledge of aviation safety and inspection protocols.

- Applies reasoning and planning to **real-world hypothetical scenarios**.
- Develops **informative writing** with clear structure and logical flow.

Video Transcript

Oversight: Think Like a Safety Inspector

Video link:
https://www.youtube.com/watch?v=nxpmSrobqO0&list=PL5vHkqHi51DQQKvujrzGD60bhWC4RMDfV&index=2

Transcript:
Narrator:
Hello and thank you for your interest in learning about STEM careers in the Federal Aviation Administration, or FAA.
We are the Air Traffic Safety Oversight Service—also known as AOV.
Our virtual field trip will cover how Air Traffic Safety Inspectors review oversight rules in the National Airspace System, or NAS for short.
Continue watching to the end to earn the **Rules Part 2** digital Jr. AOV badge.
Be sure to watch our video titled *Oversight Rules in the National Airspace* to earn your **Rules Part 1** badge, if you haven't already.

Narrator:
Junior AOVers, during today's field trip, we will meet with a few Air Traffic Safety Inspectors to hear how they apply their thinking skills when conducting oversight of the NAS.

Inspector 1:
Thank you for joining us, Jr. AOVers.
Before I arrived in AOV, I worked as a pilot for the United States Air Force.

Inspector 2:

I worked as an Airway Transportation Systems Specialist, maintaining and repairing equipment used by aviation professionals.

Inspector 3:
I was an aerospace engineer for an airline carrier.

Narrator:
Here in AOV, we apply the knowledge we gained from our aviation careers to our oversight work.
That means we collect information about how people are doing their jobs, evaluate that information using aviation rules, and work with the Air Traffic Organization to make sure those rules are followed daily—to keep everyone safe.

Inspector (continued):
Many years ago, our team reviewed a report about parachute operation incidents over a three-year period.
When an Air Traffic Safety Inspector analyzes information, they're thinking critically about the relevant facts.
This data showed an increase in corrective action requests over time.

Narrator:
Our team of safety inspectors believed AOV's oversight services could help reduce future incidents.
We reviewed the rules that ensure parachute operations are safe and shared that information with the Air Traffic Organization, or ATO.
Together, AOV and ATO created a plan to add parachute jumping operations to aeronautical charts.
Think of aeronautical charts like Google Maps for the national airspace.

Narrator:
Team AOV followed up for a year and confirmed that parachute jumping operations were successfully added to the aeronautical charts.

Closing:
Thank you for watching to the end!
You've earned a digital Jr. AOV Badge for learning how to think like an Air Traffic Safety Inspector to help keep everyone safe in the NAS.
Learn more about STEM careers by visiting us at www.faa.gov or on our social media pages.