



Federal Aviation
Administration

Aviation, Animation & ELA

with FAA's Aviation Career Video Series

Teacher Guide for Grades: 6-8

Lesson 3 of 5



Contents

How to Use This Guide.....	3
Video Title: Oversight: Rules in the National Airspace System	9
Vocabulary	11
Video-Based Activities for Understanding Rules in the NAS.....	14
Activity 1: Understanding the Importance of Rules	14
Activity 2: Visualizing NAS Activities	16
Activity 3: Summarizing the Video’s Main Idea.....	18
Activity 4: Designing Rules for a New NAS Activity.....	20
Video Transcript	22
Oversight: Rules in the National Airspace System.....	22

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

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

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

Video Engagement Strategy (*Grades 6–8*)

Video Title: Oversight: Rules in the National Airspace System

Learning Outcome:

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

1. **Discuss** the importance of rules in everyday life and in the National Airspace System (NAS).
2. **Identify** the central idea and key supporting details about why rules are necessary for safety in the NAS.
3. **Write** a clear, evidence-based summary explaining the role of rules in keeping the NAS safe.
4. **Collaborate** to create and present a visual representation (poster or digital) that links NAS activities with their corresponding safety rules.

Lesson Plan: Why Rules Are Necessary in the National Airspace System (NAS)

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 make logical inferences; cite specific textual evidence when writing or speaking to support conclusions.

- **Reading Standard (ELA 6-8):**

RI.6-8.2 — Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.



Video Link:

<https://www.youtube.com/watch?v=NNjjoKhnJro&list=PL5vHkqHi51DQQKvujrzGD60bhWC4RMDfV&index=3>

Vocabulary

Video Title: Oversight: Rules in the National Airspace System

Grade 6 Word/Phrase	Simplified Definition	Grade 7 Word/Phrase	Simplified Definition	Grade 8 Word/Phrase	Simplified Definition
rules	Instructions for how to behave or do things	activities	Things that people do	National Airspace System (NAS)	The sky area controlled for safe flying
drone	A small flying machine controlled remotely	necessary	Needed or required	participate	To take part in something
parachute	Device used to float safely to the ground	communities	Groups of people living in the same place	witness (as a verb)	To see something happen
dirigible	A type of airship that can be steered	virtual	Something done or seen on a computer or internet	procedure	A set way to do something
flight	The act of flying	internet	A network for sharing information worldwide	safety risk management	Planning to avoid dangers

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

W-Warm-up

Start with a discussion:

- Ask students: “What kinds of rules do we have in our schools or homes? Why are rules important?”
- Show a short clip or image collage from the video highlighting activities in the NAS (planes, parachutes, drones).
- Prompt: “What kinds of rules do you think might exist for these activities?”

I - Introduction

- Watch the FAA video or read the transcript together.
- Students jot down reasons why rules are necessary in the National Airspace System (NAS) as presented in the video.

P - Presentation

- Teacher models how to identify the central idea: “Rules keep people safe and help aviation professionals do their jobs.”
- Highlight supporting details from the video/transcript (examples of activities with rules, safety reasons).
- Show students how to write a brief summary of the video’s main points.

P - Practice

- Students write a 4-5 sentence summary answering: “Why are rules necessary in the National Airspace System?”
- Encourage them to cite specific reasons from the video.

E - Evaluation

- Collect summaries for assessment using the rubric below.
- Conduct a brief exit ticket asking students to name one activity in the NAS that requires rules and explain why.

A - Application

- Students work in small groups to create a poster or digital presentation showing at least three NAS activities and their related safety rules.

- Groups share their posters with the class, explaining how rules help keep everyone safe.

Materials

- FAA video or printed transcript
- Graphic organizer or note-taking sheets
- Writing paper or digital device for summaries
- Poster paper, markers, or digital presentation tools

Teacher Instructions

- Prepare to show the video or print the transcript.
- Facilitate discussion and note-taking during the video.
- Model how to identify central ideas and supporting details.
- Guide students through writing summaries and group work.
- Use exit tickets for quick formative assessment.

Assessment

- **Written Summary:** Students write a clear summary citing reasons rules are necessary in NAS.
 - **Exit Ticket:** One NAS activity and explanation of why rules are needed.
-

Video-Based Activities for Understanding Rules in the NAS

Activity 1: Understanding the Importance of Rules

Skills Practiced: Comprehension and Textual Evidence

Objective: Students will identify reasons why rules are necessary in the National Airspace System by citing evidence from the video.

Aligned Standards:

- CCR Anchor Standard 1: Cite specific textual evidence to support analysis of text.
- RI.6-8.2: Determine the central ideas and summarize key supporting details.

Materials:

- Video segment or transcript excerpt (intro and explanation of rules)
- Graphic organizer with columns: “Reason for Rules” and “Evidence from Video”
- Writing materials or digital devices

Instructions:

1. Watch or read the section describing why rules are necessary in the NAS.
2. Fill in the graphic organizer with reasons (e.g., safety of aviation professionals, safety of people on the ground) and support with exact text or spoken phrases.
3. Share answers in pairs or small groups.

Assessment:

- Completed graphic organizer with accurate reasons and textual evidence.

Rubric (8 pts total): Understanding the Importance of Rules (Grades 6–8)

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom’s Level(s)	CCR/ELA Standard Alignment
Identification of Reasons <i>(Understanding of rule)</i>	Identifies multiple accurate and relevant	Identifies one or two relevant reasons,	Identifies a reason, but it may be vague,	Reason not clearly stated or off-topic.	Understanding, Analyzing	RI.6–8.2 – Determine central ideas and key details CCR.R.1 –

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom’s Level(s)	CCR/ELA Standard Alignment
<i>purpose in the NAS)</i>	reasons why rules are necessary in the NAS.	mostly accurate.	incomplete, or partially accurate.			Cite evidence to support analysis
Use of Textual or Video Evidence <i>(Support for reasons from transcript or video)</i>	Cites specific, accurate phrases or examples directly from the video/transcript.	Cites some relevant evidence , but may be general or partially paraphrased.	Uses limited or vague evidence with unclear source reference.	No clear evidence cited or irrelevant information used.	Understanding, Evaluating	RI.6–8.1 – Cite specific textual evidence CCR.R.1 – Support conclusions with evidence
Graphic Organizer Completion <i>(Organization and clarity of ideas)</i>	Organizer is fully completed , with clear separation between reasons and evidence.	Organizer is mostly complete , with only minor omissions.	Organizer is partially filled or somewhat disorganized.	Organizer is incomplete or difficult to interpret.	Applying, Organizing	W.6–8.2.A/B – Organize and support information clearly
Collaboration & Discussion <i>(Sharing and reflecting on ideas in pairs/groups)</i>	Actively contributes thoughtful insights and listens/responds respectfully to others.	Participates and shares, with minor lapses in clarity or engagement .	Shares limited or unclear contributions during discussion.	Does not participate or contributes off-topic comments.	Applying, Communicating	SL.6–8.1 – Participate effectively in discussions CCR.SL.1 – Engage in collaborative conversations

Summary of Learning Goals Assessed:

- Comprehends **why rules are essential** in the NAS.
- Supports ideas with **evidence from multimedia or text.**
- Encourages **discussion and shared understanding** of aviation safety concepts.

Activity 2: Visualizing NAS Activities

Skills Practiced: Analysis of Visual and Textual Information

Objective: Students will analyze the different activities shown in the video and explain the need for rules in each.

Aligned Standards:

- CCR Anchor Standard 7: Integrate information presented visually and textually to understand the topic.
- RI.6-8.7: Integrate visual information with text in a text to understand content.

Materials:

- Still images or screenshots from the video showing activities (airplane, parachute jumper, drone, dirigible)
- Worksheet with spaces for activity description and rule explanation
- Markers or digital annotation tools

Instructions:

1. Review images of activities shown in the video.
2. For each image, write a short description of the activity and explain why rules are necessary for safety.
3. Discuss findings as a class.

Assessment:

- Worksheet with accurate descriptions and thoughtful explanations for each activity.

Rubric (8 pts total): Visualizing NAS Activities (Grades 6–8)

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom’s Level(s)	CCR/ELA Standard Alignment
Activity Description Accuracy <i>(Interpretation)</i>	Provides clear, accurate, and complete	Describes most activities with minor inaccuracies	Descriptions are partially correct or overly general.	Descriptions are incomplete, vague, or incorrect.	Understanding, Analyzing	-RI.6–8.7 – Interpret visual information -CCR.R.7 – Understand ideas across media

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom’s Level(s)	CCR/ELA Standard Alignment
<i>of visual content)</i>	descriptions of all activities shown in the images.	or missing detail.				
Explanation of Safety Rules <i>(Purpose and relevance of regulation)</i>	Clearly explains why rules are needed for each activity, with accurate and thoughtful reasoning.	Offers mostly accurate and relevant explanations for most activities.	Explanations are partially correct , with general or unclear logic.	Explanations are missing or inaccurate ; lacks connection to safety.	Evaluating, Applying	-RI.6–8.7 – Integrate visual and textual understanding CCR.-R.7 – Analyze visual-text relationships
Use of Visual/Textual Evidence <i>(Support for analysis)</i>	Uses specific visual features and relevant text/video references to support analysis.	Includes some visual or textual details ; support may be limited or uneven.	Evidence is general or inconsistently used across activities.	Little or no evidence from visuals or text is cited.	Understanding, Evaluating	-CCR.R.7 – Integrate and evaluate content in different formats
Worksheet Completion & Clarity <i>(Organization and completeness of responses)</i>	Worksheet is fully complete, organized , and written clearly with well-separated sections.	Worksheet is mostly complete with minor issues in organization or clarity.	Worksheet is partially filled or shows limited clarity .	Worksheet is incomplete or disorganized .	Applying, Organizing	-W.6–8.2.A – Organize ideas clearly -CCR.W.2 – Convey understanding of complex ideas

Summary of Learning Goals Assessed:

- Strengthens **visual-literacy and textual analysis** skills.
- Promotes understanding of **regulatory roles** in aviation safety.
- Encourages integration of **visual evidence and explanatory writing**.

Activity 3: Summarizing the Video’s Main Idea

Skills Practiced: Summarization, Central Idea Identification

Objective: Students will write a summary identifying the central idea of the video and supporting details.

Aligned Standards:

- CCR Anchor Standard 1: Determine central ideas and summarize key details.
- RI.6-8.2: Summarize texts accurately.

Materials:

- Transcript or video
- Summary writing template
- Writing paper or digital tool

Instructions:

1. After watching the entire video or reading the transcript, write a 5-sentence summary that includes:
 - The main idea about rules in the NAS
 - Two or three supporting reasons or examples from the video
2. Exchange summaries with a partner for peer review.

Assessment:

- Written summary assessed for central idea clarity and supporting details.

Rubric (12 pts total): Summarizing the Video’s Main Idea (Grades 6–8)

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom’s Level(s)	CCR/ELA Standard Alignment
Central Idea Clarity <i>(Statement of</i>	States the main idea clearly and accurately,	States the main idea with minor	Main idea is partially accurate or too broad/narrow.	Main idea is missing or incorrect.	Understanding, Analyzing	-RI.6-8.2 – Determine central ideas

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom’s Level(s)	CCR/ELA Standard Alignment
<i>the main message)</i>	capturing the video’s core message about rules in the NAS.	wording or clarity issues.				- CCR.R.1 – Read closely to determine meaning
Supporting Details <i>(Relevant examples or evidence from the video)</i>	Includes 2–3 accurate and relevant supporting details or examples that clearly support the main idea.	Includes 1–2 mostly relevant details ; some may be too general or weakly connected.	Includes limited or vague support ; relevance may be unclear.	No clear supporting details included or irrelevant examples.	Analyzing, Explaining	- RI.6–8.2 – Summarize supporting details - CCR.R.1 – Cite textual evidence
Summary Structure & Organization <i>(Flow and logical order of ideas)</i>	Summary is well-structured , flows logically, and follows the 5-sentence format clearly.	Mostly well-organized; minor errors in structure or transitions.	Some disorganization or unclear connections between ideas.	Summary is unclear, incomplete, or disorganized.	Applying, Organizing	- W.6–8.2.A – Organize ideas clearly - CCR.W.2 – Convey understanding through structure
Language & Conventions (Grammar, spelling, sentence clarity)	Writing is clear, concise , and uses correct grammar, punctuation, and spelling.	Mostly clear with minor errors that do not hinder meaning.	Several errors that distract or slightly affect clarity.	Frequent errors that make the summary hard to understand.	Applying, Creating	- W.6–8.2.E – Use precise language - CCR.L.1–2 – Command of language conventions

Summary of Learning Goals Assessed:

- Reinforces **close reading and video comprehension.**
- Builds skills in **central idea identification and summarizing.**
- Supports **peer review and revision** for clarity and evidence.

Activity 4: Designing Rules for a New NAS Activity

Skills Practiced: Application, Critical Thinking, Writing

Objective: Students will create rules for a hypothetical new activity in the NAS, applying understanding of why rules are important.

Aligned Standards:

- CCR Anchor Standard 8: Delineate and evaluate arguments and claims in a text.
- W.6-8.2: Write informative/explanatory texts clearly conveying ideas.

Materials:

- Worksheet with guiding questions:
 - What is the new activity?
 - What risks does it involve?
 - What rules could help keep people safe?
- Writing paper or digital device

Instructions:

1. Imagine a new activity in the NAS (e.g., personal drones, hot air balloons).
2. Use the worksheet to brainstorm risks and safety rules.
3. Write a paragraph explaining your proposed rules and why they are necessary.
4. Share and discuss with the class.

Assessment:

- Written paragraph explaining rules with logical reasoning based on video concepts.

Rubric (12 pts total): Designing Rules for a New NAS Activity (Grades 6–8)

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom’s Level(s)	CCR/ELA Standard Alignment
New NAS Activity Description <i>(Clarity and relevance of</i>	Clearly describes a realistic, original	Activity is described clearly but may lack full	Activity is vague or underdeveloped , with unclear purpose.	Activity is missing, unrealistic, or off-topic.	Understanding, Creating	-W.6–8.2.A – Introduce a topic clearly CCR.-R.8 – Evaluate

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom’s Level(s)	CCR/ELA Standard Alignment
<i>the proposed activity)</i>	activity and its role in the NAS.	relevance or creativity.				claims in context
Identification of Risks <i>(Awareness of safety considerations)</i>	Identifies multiple, relevant risks associated with the activity and explains them clearly.	Identifies one or two risks , with basic explanation.	Risks are partially identified or lack clarity.	Risks are not addressed or do not relate to activity.	Analyzing, Applying	-W.6–8.2.B – Develop topic with facts and examples
Rule Design & Justification <i>(Effectiveness and reasoning behind rules)</i>	Proposes thoughtful, logical safety rules and clearly justifies why each rule is necessary.	Proposes reasonable rules with some explanation or minor gaps in logic.	Rules are basic or underdeveloped ; justification is vague.	Rules are unclear, missing, or unjustified.	Evaluating, Creating	-CCR.R.8 – Support claims with reasoning -W.6–8.2.C/D – Use transitions and precise language
Writing Quality <i>(Organization, clarity, conventions)</i>	Paragraph is well-structured , clear, and free of major grammar/spelling errors.	Mostly well-written with minor grammar or clarity issues.	Writing has noticeable issues affecting clarity or structure.	Writing is disorganized or unclear , with frequent errors.	Applying, Organizing	-W.6–8.2.E/F – Maintain clarity and formal style -CCR.L.1–2 – Language conventions

Summary of Learning Goals Assessed:

- Encourages **application of safety concepts** to new scenarios.
- Reinforces **argument development** and logical reasoning.
- Strengthens **informative writing** with clear structure and evidence-based thinking.

Video Transcript

Oversight: Rules in the National Airspace System



Video Link:

<https://www.youtube.com/watch?v=NNjjoKhnJro&list=PL5vHkqHi51DQQKvujrzGD60bhWC4RMDfV&index=3>

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 some activities that require rules in the National Airspace System, or NAS for short.

Continue watching to the end to earn your **Rules Part 1** digital Jr. AOV badge.

Rules are all around us.

We have rules in our homes, our schools, and our communities.

There are also rules in the NAS.

Let's take a look at some activities that have rules to follow.

Music playing

Airplane flying low over a farm, a parachute jumper gliding through the air, a young lady flying a drone, a dirigible flying over a stadium

You may have witnessed these activities in person, on television, or the internet. Now you know these activities have rules—just like in our homes, schools, and communities.

Pause this video to think about the activities you just saw... and why rules are necessary in the National Airspace System, or NAS.

On-screen text/question:

"Why are rules necessary in the National Airspace System?"

There are many reasons rules are necessary in the NAS.

One of them is to help aviation professionals do their jobs safely. Another is to keep the people on the ground safe as well.

Thank you for participating in this virtual field trip to the Air Traffic Safety Oversight Service.

Well done!

You've stayed to the end of the video and earned a digital **Jr. AOV Badge** for learning why rules are necessary in the NAS.

Learn more about STEM careers at www.faa.gov or on our social media pages.