



FAR Part 61 Review



Session Time: Three, 50-minute sessions

DESIRED RESULTS

ESSENTIAL UNDERSTANDINGS

The regulatory environment consists of both regulatory and advisory publications, including the Federal Aviation Regulations (FARs), Aeronautical Information Manual (AIM), Advisory Circulars (ACs), Airworthiness Directives (ADs), Notices to Airmen (NOTAMs), and NTSB Part 830.

The Federal Aviation Administration (FAA) and National Transportation Safety Board (NTSB) produce documents that pilots must familiarize themselves with.

ESSENTIAL QUESTIONS

1.

Where do pilots find the rules and regulations that govern aviation in the United States?

LEARNING GOALS

Students Will Know

- The purpose of the FAA's FAR Part 61.
- The types of information provided by FAR Part 61.

Students Will Be Able To

- *Recall* information contained in FAR Part 61 that is applicable to the FAA Private Pilot Knowledge Test. [DOK-L1]
- *Construct* a study guide for classmates that allows them to prepare to answer FAR Part 61 questions. [DOK-L3]
- *Create* a set of questions related to FAR Part 61 in the style of an FAA Private Pilot Knowledge Test. [DOK-L4]

ASSESSMENT EVIDENCE

Warm-up

As a class, students will identify topics covered by FAR Part 61, with the goal of familiarizing themselves with the overall purpose of Part 61.

Formative Assessment

As a class, students will review four sample FAA-style exam questions on the content of FAR Part 61 subparts A and E, with further discussion on where the content is located in the FARs.

Summative Assessment

LESSON PREPARATION

MATERIALS/RESOURCES

- [FAR Part 61 Review Presentation](#)
- [FAR Part 61 Review Student Activity 1](#)
- [FAR Part 61 Review Student Activity 2](#)
- [FAR Part 61 Review Teacher Notes 1](#)
- [FAR Part 61 Review Teacher Notes 2](#)
- Access to a copy of FAR Part 61, hardcopy or electronic
 - Electronic copy can be accessed here: <https://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&sid=40760189a03dfea0b501608f33820a45&rgn=div5&view=text&node=14:2.0.1.1.2&idno=14>

LESSON SUMMARY

Lesson 1: FAR Part 61 Review

The lesson begins with a warm-up that challenges students to identify which of several subject areas belong in FAR Part 61 and which do not. This is followed by a discussion about Part 61 that covers general topic areas and techniques to read and understand the FARs. The first session ends with a class formative assessment using example test questions to check knowledge of the FARs.

During the next part of the lesson, students work in groups to review an assigned portion of Part 61 subparts A and E, and then write example test questions about that section. The combined result will be a test bank of questions that students can use as a study guide.

Finally, students work together to study the Part 61 questions they have developed. Students then complete a summative assessment consisting of a practice FAA-style test; teachers have the option of creating the test from the questions that students developed.

BACKGROUND

U.S. federal administrative law is written into 50 Titles under the Code of Federal Regulations (CFRs). Title 14 is Aeronautics and Space, which is where the Federal Aviation Regulations (FARs) are located. Each title is broken into various parts. This lesson discusses one of the more relevant parts for pilots seeking certification: 14 CFR 61, or simply “Part 61.” (Part 141 also involves pilot training, but it is focused on formally-structured flight schools.)

FAR Part 61 is the primary reference for the requirements for issuance of a pilot certificate. It might be considered equivalent to the rules for obtaining a driver’s license. Part 61 does not contain the “rules of the road;” it is about what training is required to get a pilot certificate. For pilots, the “rules of the road” are covered in Part 91, the subject of the next lesson. Part 61 also contains information for refresher or recurring training and the duration of pilot and medical certificates.

Because of the importance of the FARs to pilots, some companies print the FARs into a book commonly called the “FAR /AIM,” because it contains selected FARs as well as the Aeronautical Information Manual (AIM), the subject of Lesson 9. D.1. These books are re-published annually because of the frequent modifications to the regulations and AIM. The entire CFR is available free online at the official government website: www.eCFR.gov.

While the FARs can sometimes be difficult to read or understand, all pilots need to be familiar with what they say.

MISCONCEPTIONS

Some students may think the FARs exist in isolation; however, the FARs are actually just one set of a larger Code of Federal Regulations (CFRs), which is essentially a rulebook of all administrative functions for the country. These federal regulations are not “laws” in the traditional sense; they are not normally created directly as legislation in Congress and then signed by the President. Rather, Congress has empowered administrative agencies to make rules and regulations governing their designated areas. In this case, the agency is the Federal Aviation Administration. The FAA is responsible for approximately 200 “Parts” in Title 14 of the federal regulations.

Some students may think the rules for flying are simply common sense. The truth is that the regulations are very specific and address specific situations and issues. Pilots are expected to know and follow the FARs that pertain to the type of flying they do. Flight operations can be conducted more safely and efficiently when all pilots properly follow the FARs.

DIFFERENTIATION

To promote engagement and understanding during the **EXPLAIN** section of the lesson plan, have students engage in a think-pair-share when asking them to interpret the regulations.

To offer students additional support and structure during the **EXTEND** section of the lesson plan, consider establishing roles for each member of the group. This can help ensure the work gets done equally among group members.

LEARNING PLAN

ENGAGE

Teacher Material: [FAR Part 61 Review Presentation](#)

Session 1

Slides 1-3: Introduce the topic and learning objectives of the lesson.

Slides 4-5: Conduct the **Warm-Up**.

Warm-Up

Show the class Slide 4, which consists of 12 topics relevant to aviation. As a group, students should use the knowledge they gained about Part 61 in previous lessons to identify the topics on the slide that come from FAR Part 61. The objective is for students to begin to see the basic subject areas and categories of material in FAR Part 61.

Correct responses are noted in bold below (by rows) and highlighted on Slide 5.

The items marked with an asterisk may be more challenging and may warrant further discussion because they represent areas of overlap in the FARs. For example, while Part 67 covers medical certification, the length of time that a certificate is valid is actually covered in Part 61.

Defines VNE as the never exceed velocity for an aircraft (Part 1)

Lists aeronautical experience required to earn a pilot certificate (Part 61)

Directs use of seat belts (Part 91)

States when a medical certificate expires (Part 61, not 67) *

Defines “Aircraft” as a device that is used or intended to be used for flight in the air (Part 1)

Lists limitations of a student pilot certificate (Part 61)

Lists basic VFR weather minimums (Part 91)

Requires pilots to keep a logbook of training (Part 61)

States when an accident must be reported (NTSB Part 830)

States when pilot certificates expire (Part 61)

Contains right-of-way rules (Part 91)

Requires annual aircraft maintenance inspections (Part 91, not 43) *

EXPLORE

Teacher Material: [FAR Part 61 Review Presentation](#)

Slide 6: This lesson covers FAR Part 61, which is one part of Title 14 of the Code of Federal Regulations (CFR) Chapter 1. 14 CFR is officially known as Aeronautics and Space and it contains the Federal Aviation Regulations (FARs) in Chapter 1. The commonly-used name for 14 CFR Chapter 1 Part 61 is “Part 61.” Title 14 CFR 61, or FAR Part 61, is the set of rules about what is required to

- obtain pilot, flight instructor, and ground instructor certificates
- exercise the privileges of those certificates.

It also covers

- the duration of medical certificates
- practical administrative information (for example, a change of address).

Students should note the content of Part 61 throughout the lesson, as they will later break into groups and write test questions from Part 61, much like the questions they might expect to see on the FAA Private Pilot Knowledge Test. The questions they develop will be used as a class study guide (and may also be used to create a practice test).

Slide 7: Where do pilots find the FARs? Some people use printed FAR/AIM books, which are published by private companies (not the FAA) and contain selected regulations, along with a copy of the AIM. Such books are published every year because there are minor changes to the FARs every year. Apps allowing pilots to access the FARs are also available.

Alternatively, because the FARs are a government resource, they are available online, at www.ecfr.gov. The online regulations are searchable using a search feature on the website.

Have students take a few minutes to visit www.ecfr.gov or flip through any paper copies of FAR Part 61 that may be available in the classroom. Ask the questions below and record student answers on the board.



Questions

What are some of the things you observed as you scanned the regulations?

Responses will vary. Note the questions or topics and write them on a classroom board or display, and then refer back to them if they are touched on as the lesson continues.

Were there any parts that either seem particularly important or not important for private pilots?

Students may observe that there are many subparts which address pilot and instructor certificates other than the private pilot certificate. They should recognize that subparts A and E appear, at first glance, to be particularly important for private pilots.

EXPLAIN

Teacher Material: [FAR Part 61 Review Presentation](#)

Slide 8: There are many regulations in Part 61, but not all of them apply to people who are learning to be private pilots. For example, there are subparts on how to become a commercial pilot, an airline transport pilot, a ground instructor, and a flight instructor. All of these subparts contain important information, though they are generally not relevant to a student pilot seeking a private pilot certificate.

Part 61 is divided into 11 lettered subparts:

- Subpart A – General
- Subpart B – Aircraft Ratings and Pilot Authorizations
- Subpart C – Student Pilots
- Subpart D – Recreational Pilots
- Subpart E – Private Pilots
- Subpart F – Commercial Pilots
- Subpart G – Airline Transport Pilots
- Subpart H – Flight Instructors (non-Sport Pilot)
- Subpart I – Ground Instructors
- Subpart J – Sport Pilots
- Subpart K – Flight Instructors (Sport Pilot)

The two subparts that are currently most relevant to this course are Subparts A and E.

Slide 9: Subpart A addresses practical considerations like medical certificate expiration (61.23), replacing a lost certificate (61.29), and what people need to do before they're allowed to take a knowledge test (61.35). The rules about drug and alcohol offences are here as well (61.15).

Students intending to take the FAA Private Pilot Knowledge Test need to be particularly familiar with these paragraphs.

- 61.1 Applicability and definitions.
- 61.3(a), 61.3(c)(1) Requirement for certificates, ratings, and authorizations.
- 61.15 Offenses involving alcohol and drugs.
- 61.16 Refusal to submit to an alcohol test or to furnish test results.
- 61.19(a), 61.19(c) Duration of pilot and instructor certificates and privileges.
- 61.23 (including table) Medical certificates: Requirement and duration.
- 61.25 Change of name.
- 61.27 Voluntary surrender or exchange of certificate.
- 61.29 Replacement of a lost or destroyed airmen or medical certificate or knowledge test report.
- 61.31(a)(3), 61.31(e), 61.31(f), 61.31(i) Type rating requirements, additional training, and authorization requirements.
- 61.33 Tests: General procedure.
- 61.35 Knowledge tests: Prerequisites and passing grades.
- 61.37 Knowledge tests: Cheating or other unauthorized conduct.
- 61.39(a)(1-7) Prerequisites for practical tests.
- 61.43 Practical tests: General procedures.
- 61.45 Practical tests: Required aircraft and equipment.
- 61.49 Retesting after failure.
- 61.51 Pilot logbooks.
- 61.56 Flight review.
- 61.57(a), 61.57(b) Recent flight experience: pilot in command.
- 61.59 Falsification, reproduction, or alteration of applications, certificates, logbooks, reports, or records.
- 61.60 Change of address.

Slide 10: How do you read the FARs? Due to the legal style used to write the regulations, they should be approached with the utmost attention to every word and form of punctuation, while keeping each word, sentence, and paragraph in context with the meaning of the regulation itself. Legal style writing can be cumbersome compared to the plain language we use every day. For example, this is the text from Section 1160 of the New York Vehicle & Traffic Law, for making a left-hand turn while driving in New York:

“(b) Left turns on two-way roadways. At any intersection where traffic is permitted to move in both directions on each roadway entering the intersection, an approach for a left turn shall be made in that portion of the right half of the roadway nearest the center line thereof and by passing to the right of such center line where it enters the intersection and after entering the intersection the left turn shall be made so as to leave the intersection to the right of the centerline of the roadway being entered. Whenever practicable the left turn shall be made in that portion of the intersection to the left of the center of the intersection.”

After students have a chance to absorb the legal language on the slide, ask the question below.



Questions

Does this make sense to you?

Responses will vary, but will likely note the complex writing for what seems like a relatively simple concept. The text may be understandable to some right away, or to others after several readings.

The legal style of writing (sometimes colloquially called “legalese”) is challenging to read and understand. What are some tips for reading legal documents like the FARs?

Slide 11: Pilots like to talk about situational awareness: knowing what is all around them and their aircraft. Having situational awareness about the FARs is important. How are the regulations structured?

The Code of Federal Regulations has 50 titles, and Title 14 is Aeronautics and Space.

Each title has chapters. Chapter 1 of Title 14 is used by the FAA for its rules and regulations.

A chapter is divided into parts. This lesson focuses on Part 61 Certification: Pilots, Flight Instructors, and Ground Instructors.

Sections of a part have a decimal and a number. The sequence goes 61.1, 61.2, 61.3, etc. Sometimes, references to sections will be preceded with the section symbol which looks like this: §. Note: Some students may notice that there are few even-numbered regulations. The FAA numbered the regulations with odd sections initially so additions could be made using even-numbered sections.

Slide 12: What do the parts of a regulation look like? If a regulation in a particular section has more details, there are paragraphs and subparagraphs that follow. “§61.5 Certificates and ratings issued under this part” is a good example. Here is just the set of subparagraphs under paragraph (a):

§61.5 Certificates and ratings issued under this part

(a) The following certificates are issued under this part to an applicant who satisfactorily accomplishes the training and certification requirements for the certificate sought:

(1) Pilot certificates—

(i) Student pilot.

(ii) Sport Pilot

(iii) Recreational pilot.

- (iv) Private pilot.
- (v) Commercial pilot
- (vi) Airline transport pilot.

These subparagraphs are just a list, but some subparagraphs can be detailed.

Slide 13: An example of a more detailed subparagraph can be found in 61.3:

§61.3 Requirement for certificates, ratings, and authorizations.

(a) Required pilot certificate for operating a civil aircraft of the United States. No person may serve as a required pilot flight crewmember of a civil aircraft of the United States, unless that person:

(1) Has in the person's physical possession or readily accessible in the aircraft when exercising the privileges of that pilot certificate or authorization—

(i) A pilot certificate issued under this part and in accordance with §61.19;

In this example, subparagraph 61.3(a)(1)(i) refers to another section (61.19). This means that a person reading the regulation should know or refer to 61.19 in order to fully understand and comply with 61.3.

Part 61.19 deals with the duration of pilot and instructor certificates and privileges, so according to a combination of 61.3(a)(1)(i) and 61.19(a)(2), a pilot may act as a required crew member as long as their pilot certificate has not expired, been surrendered, suspended, or revoked (and the pilot meets all other requirements as outlined in the regulations).

Slide 14: To help understand the FARs, the following reading techniques are useful.

- **Know which section you are in,** to ensure you're in the right section. Go to the beginning of the section to understand the topic of that regulation.
- **Read the full sentence.** The FARs are organized by paragraph number, letter, number, and numeral. For example: 61.129(a)(2)(i). Some regulations start a sentence at the top and then break down into segments in the lower bullets. Read the beginning of the sentence to get the context.
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- **Know the definitions.** Remember words have specific meanings. Find the keywords and look them up in Part 1 or 61.1 if needed.
- **Look up the references.** If the regulation says "except as noted in paragraph (k)" or "in accordance with 91.113" or some other cross-reference, look up that reference and confirm its applicability.
- **Find a CFI** who can explain it in an understandable way. While a friendly pilot may offer their insight, instructors more so than average pilots tend to have a deeper understanding of the regulations and understand the gravity of making sure they're properly understood.
- **Call the local FAA Flight Standards District Office (FSDO).** They understand the complexity of the regulations and appreciate the willingness of pilots to understand and comply with regulations. They can provide an authoritative explanation of any points of confusion.
- **Call the AOPA Pilot Information Center** at 800-872-2672. A skilled group of pilots, medical certification specialists, and flight instructors are available to answer questions.

The FAR examples on previous slides are intended to help highlight how to read the FARs. Clearly, it is not possible to explain every single regulation here. The most important things for students to become familiar with are where the regulations are located, what they generally say, and how to find them. Then, when an issue or question comes up that they can't quite recall, they'll be able to go quickly to the source (the FARs) and gain the correct information to act appropriately.

Slide 15: Knowing all of that, let's look at one more regulation: the regulation on pilot logbooks (FAR 61.51).

§61.51 Pilot logbooks

(a) Training time and aeronautical experience. Each person must document and record the following time in a manner acceptable to the Administrator:

(1) Training and aeronautical experience used to meet the requirements for a certificate, rating, or flight review of this part.

(2) The aeronautical experience required for meeting the recent flight experience requirements of this part.



Questions

What does this mean? Is every pilot required to log (write down) every flight? Is every pilot required to have the same type of logbook? Give students a few minutes to discuss their interpretation, then explain.

While fairly direct, this regulation relies on a few key phrases: “training,” “aeronautical experience,” and “acceptable to the Administrator.” Pilots need to cross-reference other portions of Part 61 to determine what this actually means. This is explained in the subsequent slides.

Why does the regulation read “Each person...”?

This is an example of how a single word is important. Suppose a person begins flying lessons. There is no need to have any kind of pilot certificate to begin lessons, and those first few lessons may be logged to count toward the requirements of a pilot certificate. For example, a person may take 10 hours of flight lessons, and log all of that instruction and flight time. If the person then obtains a student pilot certificate and medical certificate and continues training for a private pilot certificate, those 10 hours of logged flight time still count toward the private pilot certificate requirements.

Slide 16: The regulation says that for a training flight to be used to meet certificate requirements, the FAA requires that flight to be documented (paragraph (a)(1)). For example, a student pilot needs to log their training for their private pilot certificate. If a flight is not used to meet training requirements, it does not need to be logged; however, doing so is considered good practice.

“Recent flight experience requirements of this part must be logged” in (a)(2) refers to the fact that pilots must be flying somewhat regularly to exercise the privileges of their certificate legally. For example, in order to carry passengers, a pilot is required to have made at least three takeoffs and landings in the past 90 days.

Where does a pilot find that rule about three takeoffs and landings in the past 90 days? It is contained in “Part 61.57 Recent flight experience: Pilot in command.”

Slide 17: But how does the pilot need to document their flights? The relevant paragraph in 61.51 says only “in a manner acceptable to the administrator.” The FAA has not further defined this requirement. As a result, pilots can use a spiral notebook, a professional logbook, or even the back of an envelope, so long as they include the recording requirements. The rest of 61.51 talks about what, precisely, needs to be in each log entry.

What about electronic logbooks? The FAA has not officially approved electronic logbooks, but they have not said they are unacceptable, and electronic logbooks are now relatively common. So, pilots can choose to have a hardbound paper logbook, an electronic document, or a professionally produced electronic logbook, all of which will meet the requirements of “acceptable to the administrator.” As with any digital record, though, it is important to have a backup.

Slide 18: Subpart E covers the requirements for obtaining a private pilot certificate, rules for exercising the privileges of a private pilot certificate, and regulations regarding flight proficiency (also known as “currency,” or how much a pilot has flown recently). Student pilots need to be especially familiar with these paragraphs:

- 61.103 Eligibility requirements: General
- 61.105 Aeronautical knowledge
- 61.109(a) Aeronautical experience
- 61.113 Private pilot privileges and limitations: Pilot in command

Slide 19: Consider the beginning of 61.109, which starts to describe the flight training required to obtain a private pilot certificate:

61.109 Aeronautical experience.

(a) For an airplane single-engine rating. Except as provided in paragraph (k) of this section, a person who applies for a private pilot certificate with an airplane category and single-engine class rating must log at least 40 hours of flight time that includes at least 20 hours of flight training from an authorized instructor and 10 hours of solo flight training in the areas of operation listed in §61.107(b)(1) of this part, and the training must include at least—

(1) 3 hours of cross-country flight training in a single-engine airplane...



Questions

What do you think this means? Give students a few minutes to discuss their interpretation, then explain.

Basic overview: This paragraph applies to applicants for private pilot, single engine ratings. The detailed explanation is on the following slide.

Slide 20: Paragraph (k) allows some exceptions, but otherwise applicants need 40 hours of flight time, 20 hours of which needs to be flight training.



Teaching Tips

61.109(k) says that, under specific circumstances, up to 5 hours of “full flight simulator or flight training device” time may be credited as flight time. Also, if the student is in a FAA-approved Part 142 training program, only 35 hours of flight time is required, as opposed to the 40 hours otherwise required by Part 61.

To understand this paragraph, pilots need to reference the definitions in 61.1, which say “flight training” requires a flight instructor in flight in an airplane.

An additional 10 hours must be solo, following the requirements of 61.107(b)(1), which means the pilots need to reference another regulation to make sure they meet the requirements.

According to (1), the applicant also needs 3 hours of cross-country time. But what is cross-country time? Again, reference 61.1, but to get the correct definition, the pilot needs to reference paragraph (ii), not paragraph (i), under “Cross-country time.” (Paragraph (i) says “except as provided in paragraph (ii).”)

Paragraph (ii) talks about pilots who are flying cross-countries as part of their private pilot training:

(ii) For the purpose of meeting the aeronautical experience requirements...for a private pilot certificate ...time acquired during a flight—

- (a) Conducted in an appropriate aircraft;
- (b) That includes a point of landing that was at least a straight-line distance of more than 50 nautical miles from the original point of departure; and
- (c) That involves the use of dead reckoning, pilotage, electronic navigation aids, radio aids, or other navigation systems to navigate to the landing point.

In other words, “cross-country” must be a distance of more than 50 NM when the flight is intended to count for credit toward a private pilot certificate. This distance requirement is only required when the flight is intended to count for a certificate.

Slide 21: To recap, review the same information presented on slide 14.

- **Know which section you are in**, to ensure you’re in the right section. Go to the beginning of the section to understand the topic of that regulation.
- **Read the full sentence.** The FARs are organized by paragraph number, letter, number, and numeral. For example: 61.129(a)(2)(i). Some regulations start a sentence at the top and then break down into segments in the lower bullets. Read the beginning of the sentence to get the context.
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The FAR examples on previous slides are intended to help highlight how to read the FARs. Clearly, it is not possible to explain every single regulation here. The most important things for students to become familiar with are where the regulations are located, what they generally say, and how to find them. Then, when an issue or question comes up that they can’t quite recall, they’ll be able to go quickly to the source (the FARs) and gain the correct information to act appropriately.

Slides 22-24: Some questions on the FAA Private Pilot Knowledge Test will come from Part 61. Use the following sample questions as models to demonstrate to the students how they might create questions that assess the FARs (as they will do later in this lesson). For students unfamiliar with educational methods, some discussion may be necessary on how to create the wrong answers for multiple choice questions. Each question on the following slides pulls a key concept as the main statement, has a correct answer that completes the topic, and has two plausible alternatives. The alternatives may be based on an incorrect understanding of the concept, or they could be possible correct answers under slightly different circumstances.



Questions

1. A private pilot may, according to regulations pertaining to privileges and limitations,
 - A. be paid for the operating expenses of a flight if the pilot completed a flight review.
 - B. not pay less than the pro rata share of the operating expenses for that flight.
 - C. not be paid in any way whatsoever.

Answer: B, from 61.113(c)

2. A pilot is required to have a type rating for which of the following aircraft?

- A. Instrument aircraft.
- B. Aircraft with a maximum takeoff weight over 12,500 pounds.
- C. Blue airplanes.

Answer: B, from 61.31(a)



Teaching Tips

Question 2 is an excellent example of the need to refer to Part 1 for a definition. 61.31(a)(1) stipulates that a type rating is required for piloting “large aircraft.” What exactly is a “large aircraft”? Part 1 defines a large aircraft as one with a maximum certificated takeoff weight over 12,500 pounds.

Slides 25-33: Complete the **Formative Assessment**.

Formative Assessment

As a class, practice the following FAA-style questions from Subparts A and E. Besides identifying the correct answer, consider having the class try to determine which Subpart the question assesses. For added learning, have the students look up the question in the FARs and view the context surrounding that particular regulation.

1. A private pilot has a current and valid medical certificate. Where must the pilot keep the certificate

- A. On the ground at the flying location, where it can be quickly accessed.
- B. With the pilot's logbook, to verify dates and flight times.
- C. In the pilot's physical possession, or readily accessible in the aircraft.

Answer: C, from Subpart A 61.3(c)(1)

2. Which topic is not addressed in FAR Part 61?

- A. The duration of a second class medical certificate.
- B. The requirements for obtaining a private pilot certificate.
- C. VFR cruising altitudes for private pilot certificate holders.

Answer: C

3. Which of the following flight time must be logged?

- A. Any training time to meet certificate requirements.
- B. Any cross-country time if flying a distance greater than 50 nm.
- C. All flight time must be logged.

Answer: A, from Subpart E 61.109

4. A candidate for a private pilot certificate must have which of these before taking an FAA private pilot practical test?

- A. A minimum of 40 hours of flight time.
- B. A minimum of 20 hours of cross-country flight time.
- C. A minimum of 10 hours of flight time between sunset and sunrise.

Answer: A, from Subpart E 61.109(a)

[DOK-L1; *recall*]

EXTEND

Teacher Materials: [FAR Part 61 Review Presentation](#), [FAR Part 61 Review Teacher Notes 1](#)

Student Materials: [FAR Part 61 Review Student Activity 1](#), print or electronic copy of FAR Part 61

Session 2

Slide 34: Distribute **FAR Part 61 Review Student Activity 1**. Divide the class into pairs. Instruct them to write multiple-choice, FAA-style questions based on FAR Part 61 regulations. Advise students to read, discuss, and review the regulations, and then work together to create questions that encourage learning and understanding of the concepts. Inform students that the questions they create will become the class study guide for the Summative Assessment. Additional information for this activity is available in **FAR Part 61 Review Teacher Notes 1**.

[DOK-L3; *create*, DOK-L4; *construct*]

EVALUATE

Teacher Materials: [FAR Part 61 Review Presentation](#), [FAR Part 61 Review Teacher Notes 2](#)

Student Materials: [FAR Part 61 Review Student Activity 2](#), print or electronic copy of FAR Part 61

Session 3

Slide 35: Allow students to study in groups using the study guide created in Session 2. Depending on the class makeup, plan to allocate approximately 20–30 minutes at the end of the session for students to complete the 20-question Summative Assessment. Conduct the **Summative Assessment**.



Teaching Tips

Consider administering an assessment using the student-developed questions from Session 2.

Summative Assessment

Distribute **FAR Part 61 Review Student Activity 2**. Instruct students to work individually and answer FAA-style test questions about FAR Part 61. Each student should have access to a printed or electronic copy of FAR Part 61, and identify the regulation that supports each answer. Correct answers are provided in **FAR Part 61 Review Teacher Notes 2**.

[DOK-L1; *recall*]

Summative Assessment Scoring Rubric

- Follows assignment instructions
- Responses show evidence of correct recall of the content of FAR Part 61
- Contributions show understanding of the concepts covered in the lesson
- Contributions show in-depth thinking including analysis or synthesis of lesson objectives

Points	Performance Levels
9-10	Correctly understands and recalls the content of FAR Part 61.
7-8	Correctly understands and recalls the content of FAR Part 61, with few errors.
5-6	Correctly understands and recalls the content of FAR Part 61, with significant errors.
0-4	Provides few, if any, correct ideas about the content of FAR Part 61.

STANDARDS ALIGNMENT

COMMON CORE STATE STANDARDS

- **RST.11-12.2** - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **RST.11-12.4** - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.
- **RST.11-12.9** - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- **WHST.11-12.6** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- **WHST.11-12.7** - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WHST.11-12.8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **WHST.11-12.9** - Draw evidence from informational texts to support analysis, reflection, and research.

FAA AIRMAN CERTIFICATION STANDARDS

PRIVATE PILOT

I. Preflight Preparation

Task A. Pilot Qualifications

- Knowledge - The applicant demonstrates understanding of:
 - **PA.I.A.K1** Certification requirements, recent flight experience, and recordkeeping.
 - **PA.I.A.K2** Privileges and limitations.
 - **PA.I.A.K3** Medical certificates: class, expiration, privileges, temporary disqualifications.
 - **PA.I.A.K4** Documents required to exercise private pilot privileges.
 - **PA.I.A.K5** Part 68 BasicMed privileges and limitations.
- Risk Management - The applicant demonstrates the ability to identify, assess and mitigate risks, encompassing:

- **PA.I.A.R1** Failure to distinguish proficiency versus currency.
- **PA.I.A.R2** Flying unfamiliar airplanes, or operating with unfamiliar flight display systems, and avionics.
- Skills - The applicant demonstrates the ability to:
 - **PA.I.A.S1** Apply requirements to act as PIC under Visual Flight Rules (VFR) in a scenario given by the evaluator.

REFERENCES

https://www.faa.gov/about/office_org/headquarters_offices/ash/ash_programs/investigations/airmen_duidwi/airman_faqs/

https://www.faa.gov/news/safety_briefing/2016/media/MayJun2016.pdf

www.ecfr.gov

<http://ypdcrime.com/vt/article28.htm>

<https://www.aopa.org/-/media/files/aopa/home/pilot-resources/asi/safety-advisors/sa28.pdf>

FAA Legal Counsel Letter to Phillip Umphres of the Soaring Society of America