



PILOT EDITION

Access to Flight

INTEGRATED PRIVATE AND INSTRUMENT SYLLABUS





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Introduction

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To the Pilot in Training (PT) who uses this syllabus

The Cirrus SR20 and SR22, along with a handful of other modern, technically advanced aircraft, have transformed how pilots utilize their personal airplanes. New technologies and cutting-edge pilot information systems have altered the general aviation landscape, allowing pilots of modern aircraft like the Cirrus to achieve from their aircraft levels of utility, capability, and safety that were unheard of barely ten years ago.

As such, it was necessary that a pilot training solution be developed to coincide with these expanded capabilities. This new course would not only teach the mechanics of flight, but it would also focus on teaching pilots to manage aircraft systems and to comprehend and apply the plethora of flight information now available to pilots of aircraft equipped with integrated flight decks and FMS (Flight Management Systems).

This course, a blending of the Private and Instrument Pilot courses, is a product of next-generation training philosophies developed in conjunction with NASA SATS (Small Aircraft Transportation System) studies. The syllabus takes a three-tiered approach to pilot development.

The first facet of this new training approach is called scenario-based training. With scenario-based training, your pilot studies gain the context of real-world operations and real-world problem solving. These contextual exercises finely hone a pilot's crucial, decision making process. Scenario-based training is the cornerstone of the FAA's FITS program - a partnership between FAA, academia, and the aviation industry to increase the safety of pilot training while making it more relevant to how pilots fly once licensed.

The next new aspect of this training method is the extent to which you're involved in the process of your learning. With your instructor, you'll track and evaluate your progress and evolution as a pilot, you'll debrief and discuss issues that come up during training, and they'll solicit your input and address any question. Dubbed Learner Centered Grading, it's also central to Scenario-based training.

With the implementation of integrated flight decks, autopilots, FMS systems, and satellite downlink weather information, the pilots of Cirrus aircraft have at their fingertips more information than many airline pilots have in big jets. How does a private pilot learn to manage this information and not become overwhelmed? This is addressed by the third tenet of this training course - SRM, Single-pilot Resource Management. SRM teaches a pilot how to safely and effectively manage the information and expanded capability of aircraft like the Cirrus.

The utility and capability of aircraft like the Cirrus can only be fully realized by a pilot who is instrument rated. By blending the private and instrument courses into one syllabus, this course will prepare you to be a complete pilot, knowledgeable in all your aircraft's systems, since you'll have used them from the beginning, in a curriculum that has given these systems, and their use, a context. Use this syllabus as a guide to the elements of your training and you'll see, as you progress, what might seem esoteric now will all of a sudden have much more meaning.

By progressing through each chapter with your instructor, you'll be closer to realizing your dream, and we welcome you on this great adventure.

See you in the sky.

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To the Flight Instructor who uses this syllabus

Welcome to the next generation in flight instruction. This training manual and syllabus, which combines the Private Pilot and Instrument Pilot curricula into one course, incorporates new training philosophies designed to maximize the potential for the primary student to emerge from this training regimen as a more complete, new pilot. Nevertheless, you, the instructor, are integral to your student's success. This manual will provide you with the tools necessary to ensure your success as a team.

This course is designed with several new and unique components, and with a certain flexibility to minimize the impact of weather delays on training. While early in the student's career, you're not going to launch into an IFR lesson on a day with a low ceiling, but after the student builds a solid foundation of basic airmanship, this course will allow you, at your discretion, to cater individual lessons to the weather conditions present on the day of training. If IFR conditions are forecast or present, with this course, it's within your prerogative to switch to an IFR lesson and make up the VFR lesson when conditions allow. Visual and Instrument training flight time minimums per the Federal Aviation Regulations remain unchanged.

Also new is the opportunity for the instructor to customize the scripted scenarios presented in this course to make the scenarios more relevant to your local training environment and the individual experiences of your student.

Since this course was designed around the capabilities and modern features available to pilots of the Cirrus SR line of aircraft, the course gives a new context to both visual and instrument exercises, and blends them into a more seamless training agenda. It teaches the primary student how to harness and digest all the information available to them. So while it is possible to teach the primary student to fly in a Cirrus aircraft with the power reduced to mimic speeds commonly seen in basic trainers, and perhaps while not utilizing both Garmin GNS 430s and all the pages available on the multifunction display, it's well proven that the pilot who completely understands their aircraft and all its capabilities is a safer pilot. Indeed, with the typical student pilot renting trainers with varying equipment and knobology, it's not uncommon for a renter pilot to not be familiar with the operation of the differing GPS navigators, autopilots, and other avionics they'll encounter in any given rental aircraft.

With each lesson you'll also find a corresponding Learner Centered Grading sheet. These are designed to facilitate a more thorough and unbiased debriefing, and are to be reviewed and then completed separately by both instructor and student, who will then compare notes and discuss items and issues where there is any discrepancy between the forms. This will help foster a more honest assessment of progress and, of course, success.

Scenario-based training doesn't really lend itself to an A through F grading system, so each task in this course has instead a "desired outcome," and uses a series of keywords to effect and assess progress - Describe, Explain, Practice, Perform and Manage/Decide. This syllabus describes the use of this new technique.

Like many other training syllabi, one lesson doesn't always equate to one flight. While this course is designed to minimize the probability of repeat lessons, progress is based on competency and there will be instances that task and skill reinforcement will be necessary before progressing to the next lesson.

In the textbook appendix, you'll find a section called, "Notes to the instructor." Contained in this section are notes you'll find helpful for each lesson in the course. Does the student need a specific logbook endorsement to complete this lesson? What prerequisite instruction does the FAA require for the student to progress to a specific lesson and its tasks? Use these notes as a guide and feel free to add to them as necessary to cater to the needs of your student.

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shown in each lesson are target times and should not be considered the minimum or maximum ground/flight time for the lesson. When the PT meets or exceeds the desired outcome of a particular skill area in the syllabus, he/she moves on regardless of how much time it takes to reach that point of mastery. This means that each lesson does not necessarily equal one flight. It may take several flights before the PT masters the elements of the lesson and is ready to move on to the next lesson. Consequently, the amount of total flight hours a PT has when the syllabus is completed may be more or less than the minimum times under current aviation regulations.

The Use of Decision Making Scenarios in Flight Training

The PT, in this syllabus, is the student pilot or pilot applicant seeking the Private Pilot and Instrument Rating. Thus, the PT will be the pilot learning how to develop and use effective scenario-based learning. The PT will be asked to assume various pilot situations and asked to use and develop aeronautical-decision making skills in the various situations. In other words, the PT will be placed in a pilot situation where the PT will be expected to use a problem solving process to solve the problem or task presented in the scenario. The following discussion addresses how the CFI could use the decision making scenario method.

For years, good flight instructors have incorporated some form of scenario-based learning into their flight training. Usually during a flight the CFI would tell the PT that something has occurred, such as deteriorating weather, an aircraft malfunction, or air traffic delay. The PT is to assume that the occurrence is actually real and to act accordingly. The PT might decide to divert to a different airport after the CFI tells him/her that the weather at his/her destination is poor. The PT may decide to change from the original plan and flies to a different airport. The difference between that and FITS is that FITS also incorporates the consequences of the failure to arrive at the originally planned airport. If a PT decides to fly to an alternate airport instead of the original destination because the CFI “makes up” a story that the weather is bad, then that alone does not consider the consequences of that decision. What if, rather than a training flight, the flight to the original destination was to deliver a human organ for transplant — the decision to divert to an alternate airport could have the consequence of the patient dying that was awaiting the transplant.

If the pilot understood that his/her decision has actual life or death consequences, then the decision to divert will be more difficult. In the real world, these are the type of decisions a pilot faces everyday — so in this syllabus we train the pilot to be ready to make those decisions. For these reasons, most of the lessons in this syllabus are actual “missions” that carry with them actual reasons for the flight and actual consequences for the decisions the pilot will make. The lessons are not “scripted” to the point that every outcome is known in advance. The PT and flight instructor must be flexible enough to accept this fact. Different PTs will make different decisions, and these different decisions will alter the outcome of each flight.

Using real world scenarios as part of flight training does not in any way diminish the need for pilots to also have good “stick and rudder” skills. Pilots will always need the skills, for instance, to land in a crosswind (although enhanced decision making skills will prevent him/her from attempting a dangerous crosswind landing in the first place!). The lessons in this syllabus therefore are all part “mission” training and part “maneuvers” training on a sliding scale. None of the lessons in this syllabus are 100 percent mission and none are 100 percent maneuvers. The amount that any lesson is mission-based or maneuver-based is determined by the completion standards of that lesson.

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the PT correlates the importance of individual training maneuvers to safe mission accomplishment. In addition, the instructor continuously interjects “What If?” discussions as a means to provide the trainee with increased exposure to proper decision making. Because the “What If?” discussions are in reference to the scenario, there is a clear connection between decisions made and the final outcome. The “What If?” discussions are designed to accelerate the development of decision making skills by posing situations for the PT to consider. Once again, research has shown these types of discussions help build judgment and offset low experience. Questions or situations posed by the instructor must be open-ended (rather than requiring only rote or one-line responses). In addition, the instructor guides the PT through the decision process by: 1) Posing a question or situation that engages the PT in some form of decision making activity. 2) Examining the decisions made. 3) Exploring other ways to solve the problem. 4) Evaluating which way is best. For example, when the PT is given a simulated engine failure, the instructor might ask questions such as, “What should we do now?” Or, “Why did you pick that place to land?” Or, “Is there a better choice?” Or, “Which place is the safest?” Or, “Why?” These questions force the PT to focus on the decision process. This accelerates the acquisition of improved judgment, which is simply the decision making process resulting from experience. It is not innate. All of our life experiences mold the judgment tendencies we bring to our flight situations. By introducing decision making opportunities into routine training lessons, we speed up acquisition of experience, thus enhancing judgment.

Teaching Methods

Scenario-Based Training (SBT)

For Scenario-Based Training (SBT) to be effective, it is vital that the PT and the instructor communicate thoroughly before each training flight. Prior to the flight, the instructor will brief the scenario to be planned. The instructor will review the plan and offer guidance on how to make the lesson more effective. Discussion, in part, will reflect ways in which the instructor can most effectively draw out a PT’s knowledge and decision processes. This enables the instructor to analyze and evaluate the PT’s level of understanding. After discussion with the instructor, the PT will plan the flight to include:

- Purpose of flight
- Route to be flown
- Applicable NOTAMS
- Scenario destination(s)
- Desired PT learning outcomes
- Desired level of PT performance
- Desired level of automation assistance
- Possible in-flight scenario changes (during later stages of the program)

With the guidance of the instructor, the PT should make the flight scenario as realistic as possible. This means the PT will know where he/she is going and what will transpire during the flight. While the actual flight may deviate from the original plan, it allows the PT to be placed in a realistic scenario.

Consider the following example: The instructor provides a detailed explanation on how to control for wind drift. The explanation includes a thorough coverage of heading, speed, angle of bank, altitude, terrain, and wind direction plus velocity. The explanation is followed by a demonstration and repeated practice of a specific flight maneuver, such as turns around a point or S turns across the road, until the maneuver can be consistently accomplished in a safe and effective manner within a specified limit of heading, altitude, and airspeed. At the end of this lesson, the PT is only capable of performing the maneuver.

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Developing Scenario-Based Training

SBT best fits an open philosophy of blended and multiple learning solutions in which change and experience are valued and the lines between training and performance improvement are blurred. For SBT to be effective it must generally follow a performance improvement imperative. The focus is on improved outcomes rather than the acquisition of knowledge and skills. Success requires a blended, performance-based, and reinforced solution.

An athletic exercise such as basketball might prove to be a very good example. Clearly, the team's objective is to win, which means scoring more points than the other team. That's the performance objective. Each member of the team also has personal performance goals. The coach can stand at a blackboard and explain defensive and offensive diagrams with players, the rules of the game, and so forth. By doing that, he has identified a set of learning subjects (rules and play patterns) that are best delivered in a traditional fashion.

On the other hand, the application of these subjects and the level of proficiency required in their use can only be learned on the court. The scenario in this example is a scrimmage. During a typical scrimmage, experienced players are mixed with non-experienced players and matched against a similarly constituted practice team. The two teams play a game, and the coaches stop the action at appropriate intervals to offer feedback. Learning takes place in a highly iterative fashion often without the player realizing that specific bits of learning are taking place. The scrimmage provides a player with the opportunity to make several decisions, engage in complex and fast-paced behaviors, and immediately see impact. The coach may have some general ideas of basketball in mind and perhaps some specific learning objectives for the day, but in most cases does not know precisely which of them will be addressed during the scrimmage — that depends on the flow of practice.

Similarly, most flight training consists of both kinds of subjects: those amenable to traditional instructional design techniques and those better approached through SBT. Neither is all that useful without the other. Before a learner can engage in a scenario, he/she needs some basic subject knowledge and skill. However, the strongest adherents of the scenario-based approach suggest very little subject knowledge is needed in order to take advantage of SBT. The main point is that knowledge without application is worth very little.

The first step in the scenario design process is to engage a number of subject matter experts (SME) in a series of discovery sessions and interactive meetings for the purpose of identifying issues and learning objectives including higher-level and performance objectives. With clearly identified learning objectives and appropriate techniques, where to use the information can be specified. In the basketball example, players need some rudimentary knowledge of the game and basic skill in order to make the practice session efficient and effective. Consequently, the required knowledge and skill objects need to be integrated into the actual sessions of practice. So, like a train pulling a number of boxcars, a traditional piece of learning precedes or is integrated into a scenario, with the scenario dictating what information is covered in the traditional piece. If, as described in the scrimmage session above, you don't precisely know what will come up in the practice, you shouldn't waste time in the traditional preparation. It's more efficient to share very basic principles and devote your resources to preparing to teach any situation that may arise. What is important, however, is to establish the boundaries of the scenarios. These are done using performance-based learning objectives (Internalized Responses) as opposed to knowledge-based learning objectives, and are worded as performance objectives rather than skill-based behavior objectives.

For example, in the traditional, more repetitive, intensive flight training sessions, objectives are knowledge-based and tend to be specific and limited. On the

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Scenarios are meant to be real situations. In an ideal world, an assessment team would evaluate behavior and agree on several critical performance dimensions. The key indicators should come from instructors, in which they also create strategies expected to lead to successful outcomes and establish descriptions of successful and unsuccessful performance behaviors. Outcome measures and performance behaviors will constitute the evaluative criteria for assessing performance in the scenario.

Examples of indicators of successful outcomes are whether an airplane arrived and was secured at the destination airport and how safe were all aspects of the flight or were there any regulatory violations. Strategies are clusters of internally consistent behaviors directed toward the achievement of a goal. Performance behaviors are the key behaviors in those strategies. Establishing these dimensions should be a group process and is usually completed in the subject matter expert design session.

Review, obtain learner feedback, and revise. All learning, even the most traditional, is iterative. The key to creating a useful scenario is to see it as a learning experience for the designers as well as the learners. This means that results and comments about the learning experience are shared with the SMEs and the designer so that they can review and modify the scenarios as necessary. Obtain open-ended qualitative data from the learner and the Flight instructor about the experience and review the data with the SMEs and the designer.

Based on this kind of feedback, scenarios can be revised to better target the learner population. That process mirrors the original design steps. There are some cautions, however, in the revision process. First, there is an old saying: "It doesn't take a cannon to blow away a tin can." Basically, revisions should not needlessly complicate the scenario or the technology needed to employ it. It is crucial to weigh the risks of complication against the genuine learning needs. Before any revision, affirm the original purpose statement and the categorization of learning elements.

Also, do not let principles and main points become diluted by revisions. It is tempting to add more items and nuances in a scenario, but doing so further complicates the learning process. Save complexity for a full-scale "capstone" experience. Remember, adding an item in traditional learning complicates the learning process in a linear fashion. In scenarios, complication grows non-linearly with the addition of learning items. So, beware. A rule of thumb is to reduce rather than increase principles and main points in a revision.

Always review success and failure paths for realism. Remember that any change in a scenario item complicates all items on the path following it. Any time a decision node is altered, chances are that the decision nodes and information items following it must change. With every revision, follow and ensure the consistency of associated paths.

Finally, remember that traditional learning elements should service the scenario-based learning elements, which are situated in a real context and based on the idea that knowledge cannot be known and fully understood independent of its context. It is essential to place boundaries around scenarios to make the transitions between scenarios and traditional learning as efficient as possible.

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Single-Pilot Resource Management

The art and science of managing all the resources (both onboard the aircraft and from outside sources) are available to a single-pilot (prior to and during flight) to ensure that the successful outcome of the flight is never in doubt. Most of us remember a favorite instructor from our past that showed us the best way to solve in-flight problems and unforeseen circumstances. The FITS team has combined much of this collective (CFI) body of knowledge with some innovative teaching methods to give pilots practical tools to teach aeronautical decision making and judgment. It is called Single Pilot Resource Management (SRM). SRM includes the concepts of Aeronautical Decision Making (ADM), Risk Management (RM), Task Management (TM), Automation Management (AM), Controlled Flight Into Terrain (CFIT) Awareness, and Situational Awareness (SA). SRM training helps the pilot maintain situational awareness by managing the automation and associated aircraft control and navigation tasks. This enables the pilot to accurately assess and manage risk and make accurate and timely decisions. This is what SRM is all about, helping pilots learn how to gather information, analyze it, and make decisions.

Teaching pilots to identify problems, analyze the information, and make informed and timely decisions is one of the most difficult tasks for instructors. By way of comparison, the training of specific maneuvers is fairly straightforward and reasonably easy to understand. We explain, demonstrate, and practice a maneuver until proficiency is achieved. We are teaching the PT “what to think” about each maneuver and sign him/her off when he/she demonstrates proficiency. Teaching judgment is harder. Now we are faced with teaching the PT “how to think” in the endless variety of situations he/she may encounter while flying out in the real world. Often, he/she learns this by watching instructors. The PT observes reactions, and more importantly, actions, during flight situations and he/she often adapts the styles of the instructor to his/her own personality.

The SRM scenarios, developed by the FITS team, incorporate several maneuvers and flight situations into realistic flight scenarios. The scenarios are much like the Line Oriented Flight Training (LOFT) employed by the major corporate and airline training organizations for years. Pilots in training may range from 100-hour VFR-only pilots, all the way to multi-thousand hour ATP’s. The strength of this format is that the participants learn not only from their flight instructor, but from each other as well. The collective knowledge of many pilots, when guided by an experienced CFI, is much greater than the knowledge of each participant, including the flight instructor. In these scenarios, there are no right answers, rather each pilot is expected to analyze each situation in light of his/her experience level, personal minimums, and current physical and mental readiness level, and make his/her own decision.

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The authors of the FITS concept felt that current decision making models tended to be reactionary in nature. A change has to occur and be detected to drive a risk management decision by the pilot. For instance, many pilots ascribe to the use of risk management sheets that are filled out by the pilot prior to takeoff. These catalog risks that may be encountered that day and turn them into numerical values. If the total exceeds a certain level, the flight is altered or cancelled. Informal research shows that while these are useful documents for teaching risk factors, they are almost never used outside of formal training programs. The number of pilots who use them before each and every flight approaches zero. The 5P concept is an attempt to take the information contained in those sheets, and in the other available models, and operationalize it.

The 5P concept relies on the pilot to adopt a “scheduled” review of the critical variables at points in the flight where decisions are most likely to be effective. For instance, the easiest point to cancel a flight due to bad weather is before the pilot and passengers walk out the door and load the aircraft. So the first decision point is pre-flight in the flight planning room, where all the information is readily available to make a sound decision, and where communication and FBO services are readily available to make alternate travel plans.

The second easiest point in the flight to make a critical safety decision is just prior to takeoff. Few pilots have ever had to make an “emergency take-off”. While the point of the 5P check is to help you fly, the correct application of the 5Ps before takeoff is to assist in making a reasoned go/no-go decision based on all the information available. That decision will usually be to “go”, with certain restrictions and changes, but may also be a “no-go”. The key point is that these two points in the process of flying are critical go/no-go points on each and every flight.

The third place to review the 5Ps is at the mid point of the flight. Often, pilots may wait until the ATIS is in range to check weather, yet at this point in the flight many good options have already passed behind the aircraft and pilot. Additionally, fatigue and low altitude hypoxia serve to rob the pilot of much of his/her energy by the end of a long and tiring flight day. This leads to a transition from a decision making mode to an acceptance mode on the part of the pilot.

The last two decision points are just prior to descent into the terminal area and just prior to the final approach fix as preparations for landing commence. Most pilots execute approaches with the expectation that they will land out of the approach every time. A healthier approach requires the pilot to assume that changing conditions (the 5Ps again) will cause the pilot to divert or execute the missed approach on every approach. This keeps the pilot alert to all manner of conditions that may increase risk and threaten the safe conduct of the flight. Diverting from cruise altitude saves fuel, allows unhurried use of the autopilot, and is less reactive in nature. Diverting from the final approach fix, while more difficult, still allows the pilot to plan and coordinate better, rather than executing a futile missed approach. Now lets look in detail at each of the “Five Ps”.

The Plan

The “Plan” can also be called the mission or the task. It contains the basic elements of cross country planning, weather, route, fuel, publications currency, etc. Unlike RM sheets that pilots fill out before a flight, the plan should be reviewed and updated several times during the course of the flight. A delayed takeoff due to maintenance, fast moving weather, and a short notice Temporary Flight Restriction (TFR) may all radically alter the plan. Several excellent flight planning software packages are available that automates this process, allowing the pilot additional time to evaluate and make decisions. Some include real-time and graphical TFR depictions. The plan is not just about the flight plan, but the

entire day's events surrounding the flight and allowing the pilot to accomplish the mission. The plan is always being updated and modified and is especially responsive to changes in the other four remaining P's. If for no other reason, the 5P check reminds the pilot that the day's flight plan is a "living" document, subject to change at any time.

Obviously the weather is a huge part of any "plan." The addition of real-time data link weather information gives the TAA pilot a real advantage in inclement weather, but only if the pilot is trained to retrieve and evaluate the weather in real-time without sacrificing situational awareness. And of course, weather information should drive a decision, even if that decision is to continue on the current "plan."

The Plane

Both the plan and the "plane" are fairly familiar to most pilots. The plane consists of the usual array of mechanical and cosmetic issues that every aircraft pilot, owner, or operator can identify. However, with the advent of the Technically Advanced Aircraft (TAA), the plane has expanded to include database currency, automation status, and emergency backup systems that were unknown a few years ago. Much has been written about single-pilot IFR flight both with, and without, an autopilot. While this is a personal decision, it is just that, a decision. Low IFR in a non-autopilot equipped aircraft may depend on several of the other P's we will discuss. Pilot proficiency, currency, and fatigue are among them. The TAA offers many new capabilities and simplifies the basic flying tasks, but only if the pilot is properly trained and all the equipment is working as advertised.

This is an area all pilots are learning more and more about each day. Technically Advanced Aircraft (TAA), especially when used for business transportation, expose the pilot to more high altitude flying, long distance and endurance, and more challenging weather simply due to their advanced capabilities. The traditional "IMSAFE" checklist is a good start. However, each of these factors must be taken in consideration of the cumulative effect of all of them together and the insidious effects of low altitude hypoxia. An informal survey of TAA pilots show that almost half fly with pulse oxymeters to display the effects of low altitude hypoxia in a graphic manner.

The combination of a late night, pilot fatigue, and the effects of sustained flight above 5,000 feet may cause pilots to become less discerning, less critical of information, less decisive, and more compliant and accepting. Just as the most critical portion of the flight approaches (for instance a night instrument approach, in the weather, after a four hour flight) the pilot's guard is down the most. The 5P process emphasizes that the pilot recognize the physiological situation he/she is placing his or herself in at the end of the flight, before he/she even takes off, and continue to update his/her condition as the flight progresses. Once identified, the pilot is in an infinitely better place to make alternate plans that lessen the effect of these factors and provide a safer solution.

The Passengers

One of the key differences between CRM and SRM is the way passengers interact with the pilot. In the airline industry the passengers have entered into a contractual agreement with the pilots company with a clearly defined set of possible outcomes. In corporate aviation, the relationship between crew and passengers is much closer, yet is still governed by a set of operating guidelines and the more formal lines of corporate authority. However, the pilot of a highly capable single-engine aircraft has entered into a very personal relationship with the passengers, in fact, they sit within an arm's reach all of the time.

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It may be easy, especially in business travel, for the desire of the passengers to make airline connections or important business meetings to enter into the pilot's decision making loop. If this is done in a healthy and open way, it is a very positive thing. However, this is not always the case. For instance, imagine a flight to Dulles Airport and the passengers, both close friends and business partners, need to get to Washington D.C. for an important meeting. The weather is VFR all the way to southern Virginia then turns to low IFR as the pilot approaches Dulles. A pilot employing the 5Ps approach might consider reserving a rental car at an airport in northern North Carolina or southern Virginia to coincide with a refueling stop. Thus, the passengers have a way to get to Washington, and the pilot has an out to avoid being pressured into continuing the flight if the conditions do not improve. Passengers can also be pilots. The old joke says that when four CFIs board a light general aviation aircraft, a NOTAM should be posted. There is some truth to this. If no one is designated as pilot in command and unplanned circumstances arise, the decision making styles of four self confident CFIs may come into conflict. Another situation arises when an owner-pilot flies with a former CFI in the right seat on a business trip. Unless a clear relationship is defined and briefed prior to the flight, the owner-pilot may feel some pressure to perform for the Individual Learning Manager (possibly beyond his or her capability), and the Individual Learning Manager may feel inhibited from intervening in small decisions until it is clearly evident that the pilot is making poor decisions. This is actually a CRM situation and requires clear pre-flight understanding of roles, responsibilities, and communication. Non-Pilots can also cause the pilot to review the SRM process.

The Pilot

Pilots need to be aware that non-pilots may not understand the level of risk involved in the flight. There is an element of risk in every flight. That's why SRM calls it "risk management" not "risk elimination." While a pilot may feel comfortable with the risk present in a night IFR flight, the passengers may not and may manifest this during the flight. The human reaction to fear and uncertainty is as varied as the shapes of our ears. Some become quiet, some talk incessantly, and in extreme cases anger and fear are strongly manifested. This may be the last thing the pilot needs to deal with while shooting the ILS to 400 feet and a mile visibility at midnight.

The Programming

A pilot employing SRM should ensure that the passengers are involved in the decision making and given tasks and duties to keep them busy and involved. If, upon a factual description of the risks present, the passengers decide to buy an airline ticket or rent a car, then a good decision has generally been made. This discussion also allows the pilot to move past what he or she thinks the passengers want to do and find out what they actually want to do. This removes a load of self-induced pressure from the pilot.

The TAA adds an entirely new dimension to the way general aviation aircraft are flown. The Glass Cockpit, GPS, and Autopilot are tremendous boons to reduce pilot workload and increase pilot situational awareness. And frankly, the programming and operation of these devices is fairly simple and straightforward. However, unlike the analog instruments they replace, they tend to capture the pilot's attention and hold it for long periods of time (like a desktop computer). To avoid this phenomenon, the pilot should plan in advance when and where the programming for approaches, route changes, and airport information gathering should be accomplished as well as times it should not. Pilot familiarity with the equipment, the route, the local air traffic control environment, and his/her own

Notes

The SRM Decision Process

The SRM process is simple. At least five times, before and during the flight, the pilot should review and consider the “Plan, the Plane, the Pilot, the Passengers, and the Programming” and make the appropriate decision required by the current situation. It is often said that failure to make a decision is a decision. Under SRM and the 5Ps, even the decision to make no changes to the current plan, is made through a careful consideration of all the risk factors present.

Example of Single-Pilot Resource Management

The teaching of SRM is best accomplished in a seminar environment. Recently, the authors conducted a set of classroom seminars that presented real-time flight scenarios to a room full of qualified pilots of varied experiences. The first scenario presented was a night MVFR/IFR flight from St. Augustine Florida to Washington Dulles Airport. The original *plan* called for a non-stop flight with a 45-minute fuel reserve. The *plane* was a well-equipped TAA with a minor navigation light problem that delayed departure by an hour. The *passengers* were one pilot and one non-pilot. The non-pilot seemed nervous about the trip and a little ill. Both passengers needed to get to Washington DC for an important meeting the next day. The *pilot* had spent a full day at a flight refresher clinic, including a two-hour flight and a three-hour class, and felt reasonably refreshed at the 5 PM departure time. And finally, the GPS/MFD, the *programming*, combination looked like it would make the flight a snap. However, there were questions about the currency of the database that required the pilot's attention.

The discussion that followed revolved around the reliability of the weather data, the fatigue of the pilot landing at Dulles at 9 PM, alternate ways to get the passengers to their meeting, minimum requirements for aircraft night flight, and a more complete understanding of the benefits and challenges posed by GPS programming and database currency. The 5Ps ensured that each pilot looked at the entire picture prior to making the critical decisions that would lay the groundwork for success or failure over four hours later in Washington.

Predictably, the destination weather deteriorated slowly as the flight proceeded northbound. The pilot's fatigue level, low altitude/long duration hypoxia, a succession of minor annoyances caused by the airplane and the passengers, began to become a factor. Again, the pilots applied the 5Ps, and many decided to land short of Washington Dulles, check the weather, and secure a rental car as a backup for the Monday morning meeting (in fact many decided this prior to takeoff).

For the purposes of the discussion, this aircraft was equipped with a ballistic parachute system. For those that proceeded to Dulles, the scenario ended with a spatial disorientation incident at 1500 feet, 10 miles short of the airport caused by pilot fatigue, latent hypoxia, and failure to use the autopilot. For many, it was the first time they had considered all the options available, and the criticality of quick and accurate decisions. In the background, another Individual Learning Manager began calling out altitudes and speeds as the aircraft descended to the ground, providing an added dose of realism and pressure. Should the class initiate an unusual attitude recovery, and if it did not work should they attempt another? How much will the passengers help or hinder the pilots thought processes? When, and how, should the ballistic parachute system be deployed, and what are its limitations? This scenario sparked questions about the capabilities and limitations of the autopilot, cockpit automation, and the parachute system. More importantly, it caused the pilots in the room to examine how they should gather critical information, assess the risks inherent in the flight, and take timely action. All agreed that a few accurate decisions before and during the early part of the flight reduced the risk to pilot and passengers.

All these questions were discussed in a lively thirty minute session following the scenario. In this type of SBT, the group discussion is just as important as the actual situation, for it is during the discussion that the pilots are most ready to learn, and begin to develop a mental model of how they might react to situations. Instead of encountering a once in a lifetime, life or death, situation alone on the proverbial dark and stormy night; the participants could examine how the situation had developed, understand the options available to him/her, and begin to develop a general plan of action well ahead of time.

Learner Centered Grading

The third component of the FITS training method, following each flight scenario, is to use the concept of Learner Centered Grading. Learner Centered Grading includes two parts: learner self assessment and a detailed debrief by the instructor. The purpose of the self assessment is to stimulate growth in the learner's thought processes and, in turn, behaviors. The self assessment is followed by an in-depth discussion between the instructor and the PT which compares the instructor ratings to the PT's self assessment. To improve learning, it is recommended that learners prepare to learn from his/her experiences both before and after key events. This preparation should increase learning and enhance future performance. Pre-briefs are essential for setting goals. During key events, especially those that require high levels of attention, there may be little time for learning; most individuals allocate the bulk of their cognitive resources to performing the actual task. However, they may also dedicate some cognitive resources to self-monitoring, learning, and correction. How facilitation and feedback occur is important to the learning process. In order for feedback to be useful for both informational and motivational purposes, it should be designed systematically. For example, the facilitator (flight instructor) should avoid lecturing the learner, and should withhold his/her observations and opinions of the exercise until the learner has given his/her opinion. The use of closed-ended questions may stymie the usefulness of the feedback process as well, as they encourage one-word yes/no types of answers that do not elicit opinions of performance or suggestions for improvement. It is more effective to use open-ended questions that probe the learner to assess his/her own performance. Allotting enough time for the feedback is also important. Debriefs that are rushed often turn into one-way "lectures" due to time constraints. Referring to prior pre-briefs when conducting subsequent debriefs provides a sense of continuity, reliability, and consistency, all of which are desirable attributes of a feedback source. Reminding learners of goals and lessons learned from prior exercises helps him/her plan for future events. Learners may also be more receptive to feedback during a debrief if they were appraised of the goal criteria in a pre-brief. The FITS approach utilizes scenarios to teach Single-Pilot Resource Management (SRM) while simultaneously teaching individual tasks such as landings and takeoffs. The authors quickly realized that this required a new approach to the PT's performance measurement. Traditional grading approaches are generally teacher centered and measure performance against an empirical standard. The following is an example of a traditional flight syllabus.

Notes

Horizontal lines for taking notes.

grades simply show a proficient pilot who corrects his/her own errors so that the outcome of the flight is never in doubt. Realistically, this is the performance level we desire. All pilots make mistakes; it is in learning to identify and correct mistakes that they become proficient pilots.

Notes

Desired Outcomes

The objective of scenario-based training is a change in the thought processes, habits, and behaviors of the PT during the planning and execution of the scenario. Since the training is learner centered, the success of the training is measured in the following desired PT outcomes.

(a) Maneuver Grades (Tasks)

Describe: at the completion of the scenario, the PT will be able to describe the physical characteristics and cognitive elements of the scenario activities. Instructor assistance is required to successfully execute the maneuver.

Explain: at the completion of the scenario the PT will be able to describe the scenario activity and understand the underlying concepts, principles, and procedures that comprise the activity. Significant instructor effort will be required to successfully execute the maneuver.

Practice: at the completion of the scenario the PT will be able to plan and execute the scenario. Coaching, instruction, and/or assistance from the CFI will correct deviations and errors identified by the CFI.

Perform: at the completion of the scenario, the PT will be able to perform the activity without assistance from the CFI. Errors and deviations will be identified and corrected by the PT in an expeditious manner. At no time will the successful completion of the activity be in doubt. ("Perform" will be used to signify that the PT is satisfactorily demonstrating proficiency in traditional piloting and systems operation skills.)

Not Observed: Any event not accomplished or required.

(b) Single-Pilot Resource Management (SRM) Grades

Explain: the PT can verbally identify, describe, and understand the risks inherent in the flight scenario. The PT will need to be prompted to identify risks and make decisions.

Practice: the PT is able to identify, understand, and apply SRM principles to the actual flight situation. Coaching, instruction, and/or assistance from the CFI will quickly correct minor deviations and errors identified by the CFI. The PT will be an active decision maker.

Manage/Decide: the PT can correctly gather the most important data available both within and outside the cockpit, identify possible courses of action, evaluate the risk inherent in each course of action, and make the appropriate decision. Instructor intervention is not required for the safe completion of the flight.

Not Observed: Any event not accomplished or required.

Grading will be conducted independently by the PT and the instructor, and then compared during the post-flight critique.

Learner Centered Grading (outcomes assessment) is a vital part of the FITS concept. Previous syllabi and curriculum have depended on a grading scale designed to maximize PT management and ease of instructor use. Thus the traditional: "excellent, good, fair, poor" or "exceeds standards, meets standards, needs more training" often meet the instructor's needs but not the needs of the PT. The Learner Centered Grading described above is a way for the instructor and PT to determine the PT's level of knowledge and understanding. "Perform" is used to describe proficiency in a skill item such as an approach or landing. "Manage-Decide" is used to describe proficiency in the SRM area such as ADM.

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Notes

“Describe,” “explain,” and “practice” are used to describe PT learning levels below proficiency in both.

Grading should be progressive. During each flight, the PT should achieve a new level of learning (e.g. flight one, the automation management area, might be a “Describe” item by flight three a “Practice” item, and by flight five a “Manage-decide” item.

An Example of Learner Centered Grading

Immediately after landing, and before beginning the critique, flight instructor Linda asks her PT Brian to grade his performance for the day. Being asked to grade himself is a new experience but he goes along with it. The flight scenario had been a two-leg IFR scenario to a busy class B airport about 60 miles to the east. Brian had felt he had done well in keeping up with programming the GPS and the MFD until he reached the approach phase. He had attempted to program the ILS for runway 7L and had actually flown part of the approach until ATC asked him to execute a missed approach.

When he went to place a grade in that segment he noticed that the grades were different. Instead of satisfactory or unsatisfactory he found, Describe, Explain, Practice, and Perform. He decided he was at the Perform level since he had not made any mistakes.

When Linda returned, Brian discovered that she had graded his flight as well, with a similar grade sheet. Most of their grades appeared to match until the item labeled “programming the approach”. Here, where he had placed a “Perform” Linda had placed an “Explain”. This immediately sparked a discussion. As it turned out, Brian had selected the correct approach, but he had not activated it. Before Linda could intervene, traffic dictated a go-around. Her “explain” grade told Brian that he did not really understand how the GPS worked and he agreed. Now, learning could occur.

In the following table, the desired outcome denotes a PT near the beginning of training and the grades reflect proficiency of the PT to an expected level of performance in each of these areas. These grades are not self-esteem related since they do not describe a recognized level of prestige (such as “A+” or “Outstanding”), rather a level of performance. You can’t flunk a lesson. However, you can fail to demonstrate the required flight and SRM skills. By reflecting on the lesson and grading his/her own performance, the PT becomes actively involved in the critique process. PT participation in the process also reduces the self-esteem issue. But most importantly, this establishes the habit of healthy reflection and self-criticism that marks most competent pilots.

Learner Centered Scenario Grading-Desired Outcome

Scenario Activities	Scenario Sub Activities	Desired Scenario Outcome
Flight Planning	Scenario Planning Weight & Balance and Performance Calculations Pre-flight SRM Briefing Decision Making and Risk Management	Perform Perform Perform Explain/Practice
Normal Pre-Flight and Cockpit procedures	Normal Pre-Takeoff Checklist Procedures GPS Programming MFD Setup PFD Setup	Perform Explain/Practice Practice Explain/Practice
Engine Start and Taxi Procedures	Engine Start Taxi SRM/Situational Awareness	Perform Perform Explain/Practice

Notes

Completion Standards

This lesson is complete when the PT is able to meet the desired outcomes that are indicated on the Learner Centered Grading sheet for this lesson. The PT will understand the basic outline of the Private Pilot Certification Course, the role of the Safety Policies and Procedures, and the Aviation Safety Program within his/her training. Additionally, the PT will be able to identify major components of the aircraft and aircraft systems including the use of the advanced technology systems.

Part One: Introduction to Scenario-Based Training

Purpose:

The purpose of this lesson is to introduce to the PT to the method of training used in this course. Once flight training was just a series of maneuvers that had little (if any) real world application. The FAA Industry Training Standards (FITS) is a program that uses three specific tenets: Scenario-Based Training, Learner Centered Grading, and Single-Pilot Resource Management. The FITS method of training and the high technology of the Cirrus airplane is a perfect match. In the information age we must "train like we fly and fly like we train."

Part Two: Introduction to the Cirrus Equipment

Purpose:

The purpose of this lesson is to introduce the PT to what the technology is. The intended applications of the equipment, as well as its limitations will also be introduced.

What is a PFD? The Primary Flight Display is the product of a true revolution in general aviation. The PFD replaces the round dial gauges that were in use since the 1920's.

What is the MFD? The Multi-Function Display is a technological advancement that provides a display that integrates many of the navigation needs in an easy and suitable package. Not only does the MFD provide the pilot with map displays, but it can also alert the pilot to traffic, terrain, and weather information.

One of the primary applications of the MFD is to improve a pilot's situational awareness. The MFD can track and identify other aircraft with the proper equipment, as well as help maintain situational awareness.

Another application of the MFD is to aid a pilot in navigation. With this system pilots can access accurate moving map displays along their intended flight path. In addition, other pertinent information to the flight may be displayed such as weather along the route, terrain that may be encountered, and traffic.

The MFD is not designed nor is it intended to replace the pilot's responsibility to maintain situational awareness. The pilot will still be responsible for maintaining separation from other aircraft. The MFD is another form of navigation aid but does not provide conflict resolution for weather, traffic, or terrain.

Part Three: Equipment — sometimes called "Knobology"

Purpose:

The purpose of this is to introduce the PT to the primary components involved with the equipment.

Hard Keys: These are the keys that possess designated functions that do not change with the menu or programming features being accessed. The manufacturer of the equipment designates which keys are hard keys and what function they will perform. Typically hard keys can only access one function, regardless of what menu or function is currently in use.

Soft Keys: Soft Keys also contain designated functions, but the functions will change depending upon the menu item or function that is currently being accessed.

Function: Shows the available functions.

Menu/Enter: Menu options that are typically available include moving map displays, flight planning, and barometric pressure setting for the aircraft's current location. This key shows the options for each function.

Displays: Displays typically pair with information contained in the data card and GPS systems. Displays can be as detailed as airport maps to assist the pilot taxiing at an unfamiliar airport to a terrain map comparable to the pilot's choice of a VFR chart or low level Instrument chart.

Line Select: The selection of line items typically involves the use of the Soft Keys. The line items will vary from one menu to the next, and dependent upon the menu being accessed, the key used to select a line item will vary.

Part Four: Flight Planning

Purpose:

The purpose of this lesson is to introduce the PT to the basic steps required in programming a flight plan into the equipment. This lesson will not address each individual step involved in planning a flight from beginning to end, but those items that the equipment will need for the most basic flight plan.

Proper pre-flight planning and briefing procedures are necessary for any flight. After having completed weight and balance, fuel computations, and estimated time en route in the pre-flight, this information will need to be programmed into the computer system onboard the aircraft.

While programming the route of flight, communication and navigation frequencies should also be entered to aid the pilot in reducing his/her workload during the flight. This reduced workload is intended to enhance the pilot's situational awareness during the flight.

Part Five: Terminology

Purpose:

The purpose of this lesson is to introduce the PT to the manufacturer-specific terminology used with their equipment.

Part Six: Symbology

Purpose:

The purpose of this lesson is to introduce the PT to the most common visual features and symbology used by MFD equipment. It is important to note that some visual alerts will vary not only in color, but by the actual symbol used from one manufacturer to the next.

Part Seven: Data Card

Purpose:

The purpose of this lesson is to introduce the PT to the function and importance of the Data Card to the system.

The Data Card contains information such as map data, and should be checked for currency. Much like VFR or Instrument charts, Data Cards do expire and must be kept current to ensure the pilot has the most up to date and correct information available. Check with the individual manufacturer to locate information regarding the expiration date or status of the Data Card.

The Data Card can be easily removed and installed on most systems. A typical configuration consists of a data card ejector button. After the data card has been released, pull it straight out of the slot. When installing the new data card do not touch the connector end of the card, push the data card straight into the slot until it is flush or slightly recessed with the face plate.

Notes

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Notes

his/her knowledge of aircraft systems to meet the challenges of abnormal situations and malfunctioning equipment.

FLIGHT / GROUND TIME RECORD										LESSON #12		
	Dual	Solo PIC	X-Country		Day Ldgs	FTD	Inst Ref		Night	Night Ldgs	Grd Trng	Total Flight
			Dual	Solo			Act	Sim				
Planned	1.5				2						1.0	1.5
This Lesson												
Previous Lesson												
New Total												
Planned Total	11.7				16		0.8				16.0	11.7

What Do You Think?

As long the pilot exercises good decision-making skills, the airplane can be used for many trips like this business trip. Can you list three other business trips you will make?

Get Ready for Lesson 13

Read over the elements of lesson 13. The next lesson is a blend of challenges: a tight time schedule, navigation skills, and the potential hazard of gusty winds - challenges that pilots typically face. Review the airplane's emergency procedures and think through what you would do if something unplanned or abnormal happened.

Notes

FLIGHT / GROUND TIME RECORD										LESSON #13		
	Dual	Solo PIC	X-Country		Day Ldgs	FTD	Inst Ref		Night	Night Ldgs	Grd Trng	Total Flight
			Dual	Solo			Act	Sim				
Planned	1.3				2						1.0	1.3
This Lesson												
Previous Lesson												
New Total												
Planned Total	13.0				18		0.8				17.0	13.0

What Do You Think?

When you take on a challenge like delivering a Red Cross Blood donation, people will depend on you and be very disappointed if you are unable to complete the flight. This situation can place pressure on a pilot and lead him/her to make unsafe decisions — but remember a pilot must learn to say no even when others would be disappointed or even angry at you. Name three situations that would have caused you to cancel this flight even though people were depending on you.

Get Ready for Lesson 14

The skills needed to fly around an airport's traffic pattern and the skills needed to navigate between airports must be blended. Some pilots have been so caught up with just getting to another airport that they forgot that they must also descend and maneuver the airplane into a position to enter the pattern. If you simply fly over the airport without any anticipation of arrival then you can become a collision hazard. Think about various maneuvers you will have to use to get into the traffic pattern depending on the angle that you approach the airport and the runway that is in use.

Notes

FLIGHT / GROUND TIME RECORD										LESSON #16		
	Dual	Solo PIC	X-Country		Day Ldgs	FTD	Inst Ref		Night	Night Ldgs	Grd Trng	Total Flight
			Dual	Solo			Act	Sim				
Planned											1.5	
This Lesson												
Previous Lesson												
New Total												
Planned Total	16.0				32		0.8				20.5	16.0

What Do You Think?

Preparing to fly an airplane solo takes both knowledge and skill. Now that you have taken the pre-solo written exam and gone over the answers with your instructor, what three things stand out as the most important items of knowledge?

Get Ready for Lesson 17

The next lesson may or may not be the day that you fly the airplane for the first time alone. Many factors will have to be in place before your instructor will have the confidence to send you on a solo flight. One of those factors is you. On the next lesson you will need to take your time through the pre-flight inspection and checklists. Be meticulous and do your job like you have for every other lesson. If you seem hurried or distracted you will not earn your instructor's confidence. The other big factor is the weather and specifically the wind. The day you fly alone for the first time should have little or no wind and little or no crosswind. Neither you nor your instructor can control that, so be flexible. However when showing up at the airport don't forget to have your Student Pilot Certificate and Pilot Logbook with you!

Notes

3. During normal and crosswind takeoffs, the student will maintain adequate directional control, use power properly, use proper control deflections, and lift off at a safe airspeed.
4. While in a climb, the student will maintain airspeed within ± 5 knots and use proper corrections for left turning tendencies.
5. When in straight and level flight, the student will maintain altitude within ± 150 feet, heading within ± 15 degrees, and airspeed within ± 10 knots.
6. The student will be able to establish appropriate bank attitudes for turns while maintaining altitude within ± 150 .
7. The student will demonstrate proper use of power to establish a descent while maintaining airspeed within ± 10 knots.
8. During flight at various airspeeds and configurations, the student will maintain altitude within ± 150 feet, heading within ± 15 degrees, and airspeed within ± 10 knots. While conducting flight at slow airspeeds, the student will maintain altitude within ± 150 feet and heading within ± 20 degrees.
9. The student will recognize indications of imminent and full stalls and take prompt positive control action for recovery. Directional control will be maintained within ± 30 degrees of desired heading and altitude loss should not exceed 250 feet during stall recovery.
10. The student will demonstrate proper use of the radio without instructor assistance.
11. During ground reference maneuvers, the student will fly a predetermined ground track, understand the effects of wind, correct for wind drift, maintain altitude within ± 150 feet, airspeed ± 10 knots, and maximum bank of 45 degrees.
12. During emergencies, the student will show increasing proficiency in following the manufacturer's published recommended procedures while maintaining safe control of the airplane.
13. The student will maintain continuous vigilance for other aircraft with extra precautions taken in areas of congested traffic. The student will identify conditions and locations in which wing tip vortices and wind shear may be encountered and adjust the flight path to avoid these areas.
14. When operating in the traffic pattern, the student will use proper traffic pattern entry and departure procedures. The student will maintain the recommended traffic pattern altitude within ± 150 feet, recommended airspeed within ± 5 knots, and correct for wind drift. The student will also demonstrate proper sequential procedures as outlined in the checklist for pre-landing and landing procedures.
15. When executing go-arounds, the student will maintain safe control of the aircraft at all times while following the manufacturer's recommended procedures.
16. During normal and crosswind landings, the student will make smooth, timely, and correct control application during the final approach and transition from approach to landing rollout. He/she will touch down smoothly at approximate stalling speed, at or within 500 feet beyond a specified point, with no appreciable drift, and the airplane longitudinal axis aligned with the runway centerline. The student will maintain directional control, increasing aileron deflection into the wind, as necessary, during the after landing roll. The student will follow proper sequential procedures outlined in the checklist for after landing, engine shutdown, and securing.

Notes

FLIGHT / GROUND TIME RECORD										LESSON #24		
	Dual	Solo PIC	X-Country		Day Ldgs	FTD	Inst Ref		Night	Night Ldgs	Grd Trng	Total Flight
			Dual	Solo			Act	Sim				
Planned		2.0		2.0	2						1.0	2.0
This Lesson												
Previous Lesson												
New Total												
Planned Total	22.0	3.5	3.5	2.0	50			1.3			30.0	25.5

What Do You Think?

The first solo flight was a really big experience, but so is the first solo cross country flight. Most pilots report that although it was exciting, the first solo cross country flight was a different experience than the first solo flight. How was it different in your case?

Get Ready for Lesson 25

The next flight lesson is another solo cross country flight. Discuss with your instructor which airport will be used and talk about actually planning some of the flight in advance. You can calculate mileage, True Course, and select VFR checkpoints before the day of the flight. Then on the day of the flight you have this information ready. You would still have to apply the wind and weather conditions to your flight planning for the day of the flight, but you can get to the airplane faster.

Notes

FLIGHT / GROUND TIME RECORD										LESSON #28		
	Dual	Solo PIC	X-Country		Day Ldgs	FTD	Inst Ref		Night	Night Ldgs	Grd Trng	Total Flight
			Dual	Solo			Act	Sim				
Planned	1.0		2.0						1.0	8	0.5	1.0
This Lesson												
Previous Lesson												
New Total												
Planned Total	25.0	6.0	5.5	4.5	52		1.3	3.0	10	33.0	31.0	

What Do You Think?

Someday you will takeoff in the daylight, but land after dark. Or you might fly to a destination airport in the day, but fly home that night. Should we check landing lights and airplane position lights for proper operation even on daytime flights?

Get Ready for Lesson 29

The next lesson is a progress check with a different instructor. You have completed a progress check before, so you know what to expect. You will be asked to plan and execute a VFR cross country flight – but you have been doing that now for several lessons. Show him/her you can do it again!

Lesson 29: Cross Country Progress Check

Notes

Dual Flight Lesson

Lesson Time: Oral Exam 1.5 hours / Flight Test 1.5 hours, 0.2 Instrument

Scenario

The check pilot will present the PT with a scenario that will be used as part of the stage check. The key to successful stage check outcomes is to study and have confidence in your abilities. Your instructor would not have put you in for this stage check if he/she thought you weren't ready.

Scenario Objective

Another different instructor shall evaluate your ability to a) manage the elements associated with a day solo cross country flight, b) explain selected tasks from the Private Pilot PTS, and c) conduct flight maneuvers and procedures covered in a cross country segment.

Key Elements of the Lesson

- Thoroughly answer questions regarding VFR navigation and regulations
- Plan and execute a VFR cross country flight
- Operate the radio with proper phraseology
- Proper use of the autopilot
- Conduct flight maneuvers
- Perform accurate takeoff and landings

Notes to the PT

This is your second progress check so you know what to expect as you fly with a different instructor. Communicate with that instructor before the day of the flight and find out what, if any, pre-flight planning that is expected. In the oral exam portion of the check, just answer the questions the best way you can, but don't try to make up an answer that you are not sure of. Sometimes the best answer is "I don't know." Of course, after the training you have gone through to this point it is unlikely you will actually have to say "I don't know." Study and be ready.

Completion Standards

To the check instructor:

Oral Exam

This lesson is complete when the PT is able to:

1. Meet the desired outcomes that are indicated on the Learner Centered Grading sheet for this lesson
2. Plan a VFR cross country within Federal Regulations, Safety Policies and Procedures, and the aircraft capabilities
3. Explain selected tasks from the Private Pilot PTS

Flight Exam

This lesson is complete when the PT is able to:

4. Meet the desired outcomes that are indicated on the Learner Centered Grading sheet for this lesson
5. Manage a VFR cross country as pilot in command while maintaining his/her altitude within ± 200 feet and heading within ± 15 degrees
6. Perform radio navigation, pilotage and dead reckoning
7. Conduct flight maneuvers and procedures while maintaining altitude within ± 150 feet, heading within ± 15 degrees and airspeed ± 10 knots

Notes

- 8. Maintain directional control at all times during takeoffs and landings
- 9. Perform landings with touchdowns at, or within, 250 feet of the desired point

FLIGHT / GROUND TIME RECORD											LESSON #29	
	Dual	Solo PIC	X-Country		Day Ldgs	FTD	Inst Ref		Night	Night Ldgs	Grd Trng	Total Flight
			Dual	Solo			Act	Sim				
Planned	1.5				4			0.2			1.5	1.5
This Lesson												
Previous Lesson												
New Total												
Planned Total	26.5	6.0	5.5	4.5	56			1.5	3.0	10	34.5	32.5

What Do You Think?

By now it should be clear that flying to different airports will always require two sets of skills. One set is the ability to plan and navigate, use the radio, calculate weight and balance, and use current weather information. The other set of skills involves your ability to make decisions. Sometimes the proper decision is to cancel a flight – even if that decision is unpopular. At this point in your training, are your decision skills as proficient as your navigation skills?

Get Ready for Strand 3 and Lesson 30

The lesson after the progress flight is a ground session in airspace, airspace rules, and radio communications. These are topic areas that traditionally give students problems, so study the material that your instructor suggests and have plenty of questions ready when the next lesson starts.

Summary of Stage 2 and Stage 1 and 2 combined.

FLIGHT / GROUND TIME RECORD											Strand 2 Summary	
	Dual	Solo PIC	X-Country		Day Ldgs	FTD	Inst Ref		Night	Night Ldgs	Grd Trng	Total Flight
			Dual	Solo			Act	Sim				
Planned Strand 2	8.0	5.5	5.5	4.5	13	0	0	0.7	3.0	10	12.0	13.5
Actual Strand 2												
Actual Strand 1												
Actual Total												
Planned Total	26.5	6.0	5.5	4.5	56	0	0	1.5	3.0	10	34.5	32.5

Notes

FLIGHT / GROUND TIME RECORD										LESSON #30		
	Dual	Solo PIC	X-Country		Day Ldgs	FTD	Inst Ref		Night	Night Ldgs	Grd Trng	Total Flight
			Dual	Solo			Act	Sim				
Planned											2.0	
This Lesson												
Previous Lesson												
New Total												
Planned Total	26.5	6.0	5.5	4.5	56		1.5	3.0	10	36.5	32.5	

What Do You Think?

To really understand the airspace system, pilots must think in 3D because after all, we fly in three dimensions. When you look across a Sectional Chart can you “see” the mountains popping up off that page and the river valleys digging down into the table? Can you “see” the invisible boundary line that exists up in the air between Class G and Class E? Can you visualize the actual shape of a Class D or Class C airspace?

Get Ready for Lesson 31

Use the information from the Lesson 30 ground lesson to prepare for Lesson 31. In Lesson 31 you and your instructor will fly together to an airport that is busier than you may be used to. Your instructor will select the destination – probably a Class C airspace. Study the airspace and the radio communications that are required.

Notes

why those actions were not optimal and what corrective action should have been taken.

FLIGHT / GROUND TIME RECORD										LESSON #38		
	Dual	Solo PIC	X-Country		Day Ldgs	FTD	Inst Ref		Night	Night Ldgs	Grd Trng	Total Flight
			Dual	Solo			Act	Sim				
Planned	2.0				1			1.5			1.0	2.0
This Lesson												
Previous Lesson												
New Total												
Planned Total	36.5	18.0	7.5	16.5	70			8.0	3.0	10	43.5	54.5

What Do You Think?

One thing you will notice is that even though an instrument approach procedure appears to be all planned out, you never seem to fly it the same way twice. This is especially true with the non-precision instrument approaches. One day you may have a strong headwind on final approach which will effect your groundspeed, timing to the final approach point, and the rate of decent needed to get down to the Minimum Descent Altitude. On another day you could have a strong tailwind while flying the same approach. The tailwind will change your strategy for the approach. With a tailwind and faster groundspeed, you will have to descend quicker in order to get down to the MDA in time and you probably will have a higher MDA in anticipation of a circle-to-land maneuver. Can you think of other conditions that might change how the approach is flown from one day to the next?

Get Ready for Lesson 39

One of the unique features of the Cirrus Private and Instrument Combination syllabus is the ability to shuffle lessons to meet the needs of students. Lesson 39 is actually a block of VFR solo cross country flights. You and your instructor should work together and plan to complete flights in this block whenever the weather and your schedule permits – but on a day when you planned a VFR cross country trip, if the weather is not suitable you could shuffle the lessons and complete Lesson 40 instead. In this way, your training will have minimum delays. So, discuss with your instructor what flight(s) will take place next.

Notes

FLIGHT / GROUND TIME RECORD											LESSON #51	
	Dual	Solo PIC	X-Country		Day Ldgs	FTD	Inst Ref		Night	Night Ldgs	Grd Trng	Total Flight
			Dual	Solo			Act	Sim				
Planned		8.0		8.0	16							8.0
This Lesson												
Previous Lesson												
New Total												
Planned Total	51.5	51.5	7.5	50.0	151		19.7	3.0	10	54.5	103.0	

What Do You Think?

You have now completed all the VFR cross country requirements, but you have also completed many IFR flights to different destinations. You can see now the additional utility that IFR brings to your flying. Can you think of some ways that you will use your airplane in IFR that would not be possible in VFR alone?

Get Ready for Lesson 52

Read about Distance Measuring Equipment (DME) arcs and how to fly them. DME arcs are used in many ways by air traffic controllers to set up other instrument approaches and smooth the flow of air traffic.

Lesson 54: The Real Estate Class

Notes

Dual Flight Lesson

Lesson Time: 2.0 Flight Training, 1.5 Instrument / 1.0 Ground Training

Scenario

You teach a class in real estate at a community college. You met with your students once per week to prepare them to take the Real Estate Certificate exam. You don't make a lot of money teaching this class, but you really like the students and they have come to depend on you. The class is taught about 50 miles away and usually you drive over and back once a week to meet the class. This week however, you had your own late afternoon real estate closing to attend. Your plan is to leave the closing and fly to the class. You call one of your students to pick you up at the airport. As it turns out, half the class turns out to pick you up and to see your new airplane – they are really excited about getting their Real Estate License after seeing what you flew in on!

Scenario Objectives

The emphasis in this flight is the PT's use of automation during cross country operations and the simulation of emergency situations. The PT should demonstrate an adequate level of knowledge of emergency procedures and be able to apply good SRM to alleviate workload, gather pertinent flight information, and decide on the appropriate course of action for each hypothetical situation presented to them by the instructor.

Key Elements of the Lesson

- Personal Minimums and the go/no-go decision
- IFR flight planning
- IFR flight plan management
- IFR Departure and en route procedures
- Flight with the partial or full loss of the electronic flight deck
- DME Arc
- Loss of Communications
- Emergency Procedures
- Non-precisions approach
- Precision approach
- Straight-in Landing
- Circle-to-Land
- Single-pilot resource management — SRM

Notes to the PT

This lesson involves additional practice dealing with potential emergency situations. Go about the business of preparing for the flight as usual, but be ready to handle just about any approach, any hold, and/or any emergency.

Completion Standards

The PT will have successfully completed this lesson when potentially dangerous situations are handled with expertise and the safety of the flight is never in doubt. This lesson is complete when the PT is able to meet the desired outcomes that are indicated on the Learner Centered Grading sheet for this lesson.

Notes

considerations, and understand why those actions were not optimal and what corrective action should have been taken.

FLIGHT / GROUND TIME RECORD										LESSON #56		
	Dual	Solo PIC	X-Country		Day Ldgs	FTD	Inst Ref		Night	Night Ldgs	Grd Trng	Total Flight
			Dual	Solo			Act	Sim				
Planned	4.0		4.0		3			3.0			1.0	4.0
This Lesson												
Previous Lesson												
New Total												
Planned Total	73.0	51.5	15.0	50.0	180	10.0*		38.7	3.0	10	60.5	124.5

What Do You Think?

The BCS game would probably have been played in a city large enough to have had multiple instrument approaches to its airport. When you have multiple instrument approaches that come in from all directions you would seldom land without favoring wind. If one runway had a strong crosswind, the airport would switch to another runway and start instrument approaches to the runway with more of a headwind for landing. But what about smaller airports where there is only a single instrument approach? In those cases you have no choice but to use the only approach available, even if that meant flying with a tailwind during the approach.

Flying the approach with a tailwind usually means ending the approach with a circle-to-land maneuver. But since the circle-to-land maneuvers require you to fly around the airport and line up with the runway on the other end, the MDA is higher. What if you found yourself in a situation where the circling MDA was still in the clouds, while the straight-in MDA was just below the clouds? In that case your choices would be to make a missed approach and probably have to proceed to the alternate airport, or make a straight-in landing with a tailwind. Of course, there is an amount of wind that would make the tailwind landing unsafe – but with your instructor you should try a downwind landing sometime. Keep in mind the aircraft limitation prohibiting a landing with a tailwind greater than 10 kts. The downwind landing might be less hazardous than making a missed approach back into icing conditions! Think about what you would do and what your personal minimums for a tailwind landing would be.

Get Ready for Lesson 57

Wow, you have come a long way and worked extremely hard – but you are on the threshold of accomplishment. The next lesson is the last flight in preparation to complete the entire course!

Lesson 59: Private Pilot Skills Review

Notes

Dual Flight Lesson

Lesson Time: 2.0 hours / 1.0 Ground Training

Scenario

You have a friend that is also a pilot. He is interested in getting an airplane like yours, so he asks you to take him flying and show him the features of your airplane. He wants to see how the airplane performs and maneuvers – he wants you to really put the airplane through its paces so he can decide what he thinks.

Scenario Objective

The objective of this flight is to demonstrate all the Private Pilot / VFR maneuvers that are listed in the current edition of the Private Pilot Practical Test Standard.

Key Elements of the Lesson

All topics, procedures and maneuvers outlines in the current edition of the Private Pilot Practical Test Standard.

Notes to the PT

The practical test that is in your future will be in two parts. The regulations say that in order to be eligible for the Instrument Rating – Airplane Practical Test, a pilot first must hold the Private Pilot Certificate. This lesson is the “mock” flight test that will be required to pass the private pilot part. You will need to be ready for any topic, procedure, or maneuver that is in the current edition of the Private Pilot Practical Test Standard.

Scenario Completion Standards

This lesson is complete when the PT can perform all procedures and maneuvers to the standard indicated in the current edition of the Private Pilot Practical Test Standard and be able to meet the desired outcomes that are indicated on the Learner Centered Grading sheet for this lesson.

FLIGHT / GROUND TIME RECORD										LESSON #59		
	Dual	Solo PIC	X-Country		Day Ldgs	FTD	Inst Ref		Night	Night Ldgs	Grd Trng	Total Flight
			Dual	Solo			Act	Sim				
Planned	2.0				5							2.0
This Lesson												
Previous Lesson												
New Total												
Planned Total	77.0	51.5	15.0	50.0	187	10.0*		39.7	3.0	10	63.5	128.5

What Do You Think?

List three random maneuvers that are included in the Private Pilot Practical Test. After you make your list, give an example of how the skills required to perform the maneuver correctly can translate to “real world” flight operations.

Get Ready for Lesson 60

The next lesson is a Strand Check with another instructor covering all private pilot and VFR topic areas, procedures, and maneuvers.

Notes

complete when the PT is able to meet the desired outcomes that are indicated on the Learner Centered Grading sheet for this lesson.

FLIGHT / GROUND TIME RECORD										LESSON #61		
	Dual	Solo PIC	X-Country		Day Ldgs	FTD	Inst Ref		Night	Night Ldgs	Grd Trng	Total Flight
			Dual	Solo			Act	Sim				
Planned											2.0	
This Lesson												
Previous Lesson												
New Total												
Planned Total	78.5	51.5	15.0	50.0	190	10.0*		39.7	3.0	10	66.5	130.0

What Do You Think?

Many pilots have said that when they learned to fly in a Technically Advanced Aircraft like the Cirrus, that VFR and IFR seemed to blend together. They knew that to get the full benefit of the Cirrus they must fly both VFR and IFR, so it was best to combine the two in the training. Do you agree?

Get Ready for Lesson 62

You made it! The next lesson is the last of the entire course and the last before the day you take your oral and flight tests to become a Cirrus Private Pilot with Instrument Rating! Get a copy of the current edition of the Instrument Rating - Airplane Practical Test Standard to prepare, read, and study!

Lesson 62: Final Flight Test Review

Notes

Dual Flight Lesson

Lesson Time: 2.0 Flight training, 1.0 Instrument / 1.0 Ground Training

Scenario

This is a review flight before the end-of-course check ride. All scenarios for this flight should be tailored to the student's individual needs and work should be done on areas needing special assistance or review. This should be a flight with three legs.

Scenario Objective

The objective of this lesson is to determine that the student is thoroughly prepared for the end-of-course checkride and that they meet Instrument Rating Practical Test Standards for each maneuver performed.

Key Elements of the Lesson

- Single-pilot resource management
- Risk Management
- Decision Making
- All topics, procedures and maneuvers contained within the current edition of the Instrument Rating - Airplane Practical Test Standard

Notes to the PT

This is the practice run for the final test of the course. This lesson will be given by a check instructor or another instructor other than your own. This lesson prepares for the actual practical test which will be given by a Designated Pilot Examiner. Use this lesson to identify strengths and weaknesses. If any topics, procedures, or maneuvers are determined to be weak, then use this lesson to improve in those areas so that ultimately every area is at or above the standard for the current edition of the Instrument Rating - Airplane Practical Test.

Completion Standards

The student must demonstrate that they meet the acceptable standards of knowledge and skill of each task within the Instrument Rating – Airplane Practical Test Standards and is able to meet the desired outcomes that are indicated on the Learner Centered Grading sheet for this lesson.

FLIGHT / GROUND TIME RECORD										LESSON #62		
	Dual	Solo PIC	X-Country		Day Ldgs	FTD	Inst Ref		Night	Night Ldgs	Grd Trng	Total Flight
			Dual	Solo			Act	Sim				
Planned	2.0				3			1.0			1.0	2.0
This Lesson												
Previous Lesson												
New Total												
Planned Total	80.5	51.5	15.0	50.0	193	10.0*		40.7	3.0	10	67.5	132.0

What Do You Think?

The Practical Tests that you will take now will be less challenging than the training you have completed in this syllabus. The standards and expectations of the Cirrus Combination Private and Instrument Course are higher than those of

Appendix A: Learner Centered Grading Sheets

Appendix A contains all Learner Centered Grading (LCG) sheets. After each lesson, two copies of the applicable LCG should be made and the instructor and student should each fill the sheets out. The grading sheets should then be compared and those areas where the instructor's grade and the student's grades differ should be reviewed. In this way the student helps guide the instructor to discuss the items where he/she needs the most help. Each item from the lesson has a "desired outcome" that will keep the student on pace. The grades used are also different. This program doesn't use grades like A, B, C, D, and F or a numbering system like 1, 2, 3, 4 and 5. Nor does it use Satisfactory or Unsatisfactory. Instead the program employs the descriptors: Describe, Explain, Practice, Perform, and Manage/Decide. See the section on Desired Outcomes in the Frontmatter of this publication for additional information on the descriptors.

Cirrus Private Instrument Course Strand 1 - Lesson 1 Ground Lesson Getting Started	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed

Cirrus Private and Instrument Course

Understands the FITS Scenario-based Training Concept and Learner Centered Grading	DESCRIBE						
Understands the Concept of Student Led Training	DESCRIBE						
Understands the Concept of Learner Centered Grading	DESCRIBE						
Understands the Completion Standards for the Course	DESCRIBE						

Private Pilot Airplane Practical Test Standards

Understands the Role that the Practical Test Standards Have in Training	DESCRIBE						
Understands the Use of the Practical Test Standards Through the Application of Certification Scenarios	DESCRIBE						
Privileges of an FAA Private Pilot with Instrument Rating	DESCRIBE						

Safety Policies and Procedures

Understands the Role that the Safety Policies and Procedures Have in Training	DESCRIBE						
Properly Applies the Policies and Procedures Through Discussions that Include Scenarios that May Occur in Actual Instrument Flight Training	DESCRIBE						

Introduction to Flight Training

The Instructor and Student Relationship	DESCRIBE						
The Role of the FAA	DESCRIBE						
Study Material	DESCRIBE						
Study Habits	DESCRIBE						
The Importance of Safety Awareness (Ground and Flight)	DESCRIBE						
General Health	DESCRIBE						
Single-pilot Resource Management	DESCRIBE						

The Cirrus Airplane Automation

The PFD And MFD	DESCRIBE						
Flight Planning	DESCRIBE						
Automation Terminology	DESCRIBE						
Symbology	DESCRIBE						
Data Card	DESCRIBE						

Cirrus Private Instrument Course Strand 1 - Lesson 2 Dual Flight Lesson Introduction to the Airplane And Fundamentals of Flight	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Pre-flight Discussion

Discuss Lesson Objective and Completion Standards	DESCRIBE						
Normal Checklist Procedures	DESCRIBE						
The Four Fundamentals: Climbs, Turns, Descents and Straight and Level	DESCRIBE						
The Scenario of today's lesson	DESCRIBE						

Introduction

Cockpit familiarization	DESCRIBE						
PFD and MFD	DESCRIBE						
Avionics	DESCRIBE						
Flight and Engine Controls	DESCRIBE						
Use of Checklist	DESCRIBE						
Engine Start and Warm-up	DESCRIBE						
Taxiing and Ground Operations	DESCRIBE						
Normal Takeoff and Climb	DESCRIBE						
The Four Fundamentals	DESCRIBE						
Navigating to the Baseball Game	DESCRIBE						
Airport Traffic Pattern	DESCRIBE						
Normal Runway Approach and Landing	DESCRIBE						
After Landing Procedures	DESCRIBE						
The importance of safety awareness on the ground and in the air	DESCRIBE						
Engine shutdown procedures	DESCRIBE						
Single-pilot Resource Management	DESCRIBE						

Post-flight Discussion

Student Performance	DESCRIBE						
Instructor Performance	DESCRIBE						

<p>Cirrus Private Instrument Course Strand 1 - Lesson 3 Ground Lesson How the Airplane's Systems Work</p>	<p>Desired Outcome</p>	<p>Describe</p>	<p>Explain</p>	<p>Practice</p>	<p>Perform</p>	<p>Manage/Decide</p>	<p>Not Observed</p>
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The Cirrus Airplane Systems

Engine and Powerplant	DESCRIBE						
Ignition System	DESCRIBE						
Fuel System	DESCRIBE						
Propeller	DESCRIBE						
Electrical System	DESCRIBE						
Pitot Static System	DESCRIBE						
Gyroscopes	DESCRIBE						
Magnetic Compass	DESCRIBE						
Avidyne Primary Flight Display	DESCRIBE						
Avidyne Multifunction Display	DESCRIBE						
Autopilot	DESCRIBE						
Avionics and Data Link Systems	DESCRIBE						
Global Positioning System	DESCRIBE						
Collision Avoidance System	DESCRIBE						
The CAPS System	DESCRIBE						
AmSafe System (airbag and seatbelt)	DESCRIBE						
E-TAWS System	DESCRIBE						
Ice Protection System	DESCRIBE						
Single-pilot Resource Management	DESCRIBE						

Unusual Situations

Partial or Complete Loss of Instruments	DESCRIBE						
Recovery from Unusual Attitudes	DESCRIBE						
Partial or Complete Power Loss	DESCRIBE						

Cirrus Private Instrument Course Strand 1 - Lesson 4 Dual Flight Lesson School Shopping	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed

Preflight Discussion

Discuss the Scenario, Objectives and Completion Standards of the Lesson	DESCRIBE						
Preflight Planning and Preparation	DESCRIBE						
Airplane Weight and Balance Considerations	DESCRIBE						
Airplane Performance Considerations	DESCRIBE						
Single Pilot Resource Management (SRM) Personal Minimums & Risk Management	DESCRIBE						

Review

Cockpit Management	DESCRIBE						
Use of Checklists	DESCRIBE						
Powerplant Operations	DESCRIBE						
Avionics and Automation Operations	DESCRIBE						
Taxiing and Ground Operations	DESCRIBE						
Normal Takeoff and Climb	DESCRIBE						
The Four Fundamentals	DESCRIBE						
Traffic Pattern and Normal Landing	DESCRIBE						
Post Flight Procedures and Checklists	DESCRIBE						

Introduction

Obtaining Weather Information	DESCRIBE						
Calculating Weight and Balance	DESCRIBE						
Predicting Airplane Performance	DESCRIBE						
The proper use of the Autopilot	DESCRIBE						
The responsibility of the Pilot in Decision-Making	DESCRIBE						
Situational Awareness	DESCRIBE						
Single-pilot resource management	DESCRIBE						

Post Flight Discussion

Student performance	DESCRIBE						
Instructor Performance	DESCRIBE						

Cirrus Private Instrument Course Strand 1 - Lesson 5 Ground Lesson Basic Aerodynamics	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed

A5

Ground Lesson Discussion

Basic Aerodynamics	DESCRIBE						
Four Forces of Flight	DESCRIBE						
Airplane Stability	DESCRIBE						
Airspeed Transitions	DESCRIBE						
Slow Flight	DESCRIBE						
Loss of Lift and Stalls	DESCRIBE						
Spin Awareness	DESCRIBE						
Left Turning tendencies	DESCRIBE						
G Force	DESCRIBE						
Load Factor	DESCRIBE						
Turning Flight	DESCRIBE						
Ground Effect	DESCRIBE						

Introduction to Ground Reference Maneuvers

Wind Drift	DESCRIBE						
Rectangular Course	DESCRIBE						
Turns around a Point	DESCRIBE						
“S” Turns	DESCRIBE						
The Airport Traffic Pattern	DESCRIBE						
Situational Awareness	DESCRIBE						
Single-pilot Resource Management	DESCRIBE						

Cirrus Private Instrument Course Strand 1 - Lesson 6 Dual Flight Lesson Hail Damage Survey Flight	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed

A6

Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	DESCRIBE						
Pre-flight Planning and Preparation	DESCRIBE						
Airplane Weight and Balance Considerations	DESCRIBE						
Airplane Performance Considerations	DESCRIBE						
Single-pilot Resource Management (SRM) Personal Minimums and Risk Management	DESCRIBE						

Review

Cockpit Management	EXPLAIN						
Use of Checklists	EXPLAIN						
Powerplant Operations	EXPLAIN						
Avionics and Automation Operations	EXPLAIN						
Taxiing and Ground Operations	EXPLAIN						
Normal Takeoff and Climb	EXPLAIN						
The Four Fundamentals	EXPLAIN						
Traffic Pattern and Normal Landing	EXPLAIN						
Post-flight Procedures and Checklists	EXPLAIN						

Introduction

Basic Navigation (GPS and Chart)	DESCRIBE						
Wind Drift Corrections	DESCRIBE						
Maneuvering with Reference to Objects on the Ground	DESCRIBE						
Airport Traffic Pattern Entry	DESCRIBE						
Wake Turbulence and Wind Shear Avoidance	DESCRIBE						
Introduction to an Instrument Approach	DESCRIBE						
Normal Landing	DESCRIBE						

Post-flight Discussion

Student Performance	DESCRIBE						
Instructor Performance	DESCRIBE						

Cirrus Private Instrument Course Strand 1 - Lesson 7 Dual Flight Lesson Car Parts Delivery	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed

A7

Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	EXPLAIN						
Pre-flight Planning and Preparation	EXPLAIN						
Airplane Weight and Balance Considerations	EXPLAIN						
Airplane Performance Considerations	EXPLAIN						
Single-pilot Resource Management (SRM) Personal Minimums and Risk Management	EXPLAIN						

Review

Cockpit Management	EXPLAIN						
Use of Checklists	EXPLAIN						
Powerplant Operations	EXPLAIN						
Avionics and Automation Operations	EXPLAIN						
Taxiing and Ground Operations	EXPLAIN						
Normal Takeoff and Climb	EXPLAIN						
The Four Fundamentals	EXPLAIN						
Traffic Pattern and Normal Landing	EXPLAIN						
Post-flight Procedures and Checklists	EXPLAIN						

Introduction

Maximum Performance Takeoff and Climb	DESCRIBE						
Stabilized Approach to Landing	DESCRIBE						
Predicting Airplane Performance	DESCRIBE						
Slip to Land	DESCRIBE						
Go-around (Rejected Landing)	DESCRIBE						
Weight and Balance Calculations	EXPLAIN						
Single-pilot Resource Management	DESCRIBE						

Post-flight Discussion

Student Performance	DESCRIBE						
Instructor Performance	DESCRIBE						

Cirrus Private Instrument Course Strand 1 - Lesson 8 Ground Lesson The Rules of Flight	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Ground Lesson Discussion

General Limitations for Student Pilots	DESCRIBE						
Requirements for Solo Flight	DESCRIBE						
Medical Certificates – Class and Duration	DESCRIBE						
Right-of-way Rules of Flight	DESCRIBE						
Traffic Pattern Operations and Local Traffic Pattern Altitude	DESCRIBE						
Local Radio Frequencies	DESCRIBE						
Radio Communication Requirements	DESCRIBE						
“Best Practice” for the Flow of Air Traffic at the Local Airport	DESCRIBE						
Local Practice Area Locations	DESCRIBE						
Transitioning Between Airport and Practice areas and Return	DESCRIBE						
Traffic Pattern and Normal Landing	DESCRIBE						
The Responsibility of the Pilot in Decision Making	DESCRIBE						
Situational Awareness	DESCRIBE						
Single-pilot Resource Management	DESCRIBE						

Cirrus Private Instrument Course Strand 1 - Lesson 9 Dual Flight Lesson Breakfast Fly-In	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed

Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	PRACTICE						
Pre-flight Planning and Preparation	PRACTICE						
Airplane Weight and Balance Considerations	PRACTICE						
Airplane Performance Considerations	PRACTICE						
Single-pilot Resource Management (SRM) Personal Minimums and Risk Management	PRACTICE						

Review

Cockpit Management	PRACTICE						
Use of Checklists	PRACTICE						
Powerplant Operations	PRACTICE						
Avionics and Automation Operations	PRACTICE						
Taxiing and Ground Operations	PRACTICE						
Normal Takeoff and Climb	PRACTICE						
The Four Fundamentals	PRACTICE						
Traffic Pattern and Normal Landing	PRACTICE						
Post-flight Procedures and Checklists	PRACTICE						

Introduction

Steep Turns	DESCRIBE						
Stall Recognition and Recovery	PRACTICE						
Stall Demonstrations: Power-on-and-off	PRACTICE						
Normal Traffic Pattern	PRACTICE						
Airspeed Transitions in the Traffic Pattern	PRACTICE						
Normal Approach and Landing	PRACTICE						
Single-pilot Resource Management	PRACTICE						

Post-flight Discussion

Student Performance	EXPLAIN						
Instructor Performance	EXPLAIN						

A9

Cirrus Private Instrument Course Strand 1 - Lesson 10 Dual Flight Lesson Aerial Survey	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	PRACTICE						
Pre-flight Planning and Preparation	PRACTICE						
Airplane Weight and Balance Considerations	PRACTICE						
Airplane Performance Considerations	PRACTICE						
Single-pilot Resource Management (SRM) Personal Minimums and Risk Management	PRACTICE						

Review

Cockpit Management	PRACTICE						
Use of Checklists	PRACTICE						
Powerplant Operations	PRACTICE						
Avionics and Automation Operations	PRACTICE						
Taxiing and Ground Operations	PRACTICE						
Normal Takeoff and Climb	PRACTICE						
The Four Fundamentals	PRACTICE						
Traffic Pattern and Normal Landing	PRACTICE						
Post-flight Procedures and Checklists	PRACTICE						

Introduction and Practice

Navigating to a Specific Point	PRACTICE						
Turns Around a Point	PRACTICE						
“S” Turns Across a Road	PRACTICE						
The Proper Use of the Autopilot	PRACTICE						
The Responsibility of the Pilot in Decision Making	PRACTICE						
Fuel Supply Management	DESCRIBE						
Single-pilot Resource Management	PRACTICE						

Post-flight Discussion

Student Performance	PRACTICE						
Instructor Performance	PRACTICE						

Cirrus Private Instrument Course Strand 1 - Lesson 11 Dual Flight Lesson Anniversary Dinner	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	PERFORM						
Pre-flight Planning and Preparation	PERFORM						
Airplane Weight and Balance Considerations	PERFORM						
Airplane Performance Considerations	PERFORM						
Single-pilot Resource Management (SRM) Personal Minimums and Risk Management	PERFORM						

Review

Cockpit Management	PERFORM						
Use of Checklists	PERFORM						
Powerplant Operations	PERFORM						
Avionics and Automation Operations	PERFORM						
Taxiing and Ground Operations	PERFORM						
Normal Takeoff and Climb	PERFORM						
The Four Fundamentals	PERFORM						
Traffic Pattern and Normal Landing	PERFORM						
Post-flight Procedures and Checklists	PERFORM						

Introduction

Obtaining Weather Information	PRACTICE						
Calculating Weight and Balance	PERFORM						
VFR Navigation outbound	PERFORM						
The Proper Use of the Autopilot	PERFORM						
IFR Navigation to get home	PERFORM						
Instrument Approach Demonstration	PERFORM						
Single-pilot Resource Management	PERFORM						

Post-flight Discussion

Student Performance	PERFORM						
Instructor Performance	PERFORM						

Cirrus Private Instrument Course Strand 1 - Lesson 12 Dual Flight Lesson The Business Proposal	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed

Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	PERFORM						
Pre-flight Planning and Preparation	PERFORM						
Airplane Weight and Balance Considerations	PERFORM						
Airplane Performance Considerations	PERFORM						
Single-pilot Resource Management (SRM) Personal Minimums and Risk Management	PERFORM						

Review

Cockpit Management	PERFORM						
Use of Checklists	PERFORM						
Powerplant Operations	PERFORM						
Avionics and Automation Operations	PERFORM						
Taxiing and Ground Operations	PERFORM						
Normal Takeoff and Climb	PERFORM						
The Four Fundamentals	PERFORM						
Traffic Pattern and Normal Landing	PERFORM						
Post-flight Procedures and Checklists	PERFORM						

Introduction

Application of Airplane Systems Knowledge	PRACTICE						
Abnormal Situations	PRACTICE						
Airplane System Malfunctions	PRACTICE						
Dealing with In-flight Emergencies	EXPLAIN						
The Responsibility of the Pilot in Decision Making	PRACTICE						
Situational Awareness	PRACTICE						
Single-pilot Resource Management	PRACTICE						

Post-flight Discussion

Student Performance	PERFORM						
Instructor Performance	PERFORM						

A12

Cirrus Private Instrument Course Strand 1 - Lesson 13 Dual Flight Lesson Red Cross Volunteer	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed

Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	PERFORM						
Pre-flight Planning and Preparation	PERFORM						
Airplane Weight and Balance Considerations	PERFORM						
Airplane Performance Considerations	PERFORM						
Single-pilot Resource Management (SRM) Personal Minimums and Risk Management	PERFORM						

Review

Cockpit Management	PERFORM						
Use of Checklists	PERFORM						
Powerplant Operations	PERFORM						
Avionics and Automation Operations	PERFORM						
Taxiing and Ground Operations	PERFORM						
Normal Takeoff and Climb	PERFORM						
The Four Fundamentals	PERFORM						
Traffic Pattern and Normal Landing	PERFORM						
Post-flight Procedures and Checklists	PERFORM						

Introduction and Practice

Navigation Skills	PERFORM						
Abnormal and Emergency Procedures	PERFORM						
Accuracy Under Time Pressures	PERFORM						
Landing Practice	PERFORM						
The Responsibility of the Pilot in Decision Making	PERFORM						
Situational Awareness	PERFORM						
Single-pilot Resource Management	PERFORM						

Post-flight Discussion

Student Performance	PERFORM						
Instructor Performance	PERFORM						

Cirrus Private Instrument Course Strand 1 - Lesson 14 Dual Flight Lesson Visit a Potential Customer	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed

Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	PERFORM						
Pre-flight Planning and Preparation	PERFORM						
Airplane Weight and Balance Considerations	PERFORM						
Airplane Performance Considerations	PERFORM						
Single-pilot Resource Management (SRM) Personal Minimums and Risk Management	PERFORM						

Review

Cockpit Management	PERFORM						
Use of Checklists	PERFORM						
Powerplant Operations	PERFORM						
Avionics and Automation Operations	PERFORM						
Taxiing and Ground Operations	PERFORM						
Normal Takeoff and Climb	PERFORM						
The Four Fundamentals	PERFORM						
Traffic Pattern and Normal Landing	PERFORM						
Post-flight Procedures and Checklists	PERFORM						

Introduction and Practice

Radio Communication	PERFORM						
VFR Navigation	PERFORM						
Cross Wind Landing	PRACTICE						
The Proper Use of the Autopilot	PERFORM						
The Responsibility of the Pilot in Decision Making	PERFORM						
Personal Minimums	MANAGE/DECIDE						
Single-pilot Resource Management	PERFORM						

Post-flight Discussion

Student Performance	PERFORM						
Instructor Performance	PERFORM						

Cirrus Private Instrument Course Strand 1 - Lesson 15 Dual Flight Lesson Proficiency Flight	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Risk Management	MANAGE/DECIDE						

Review

Cockpit Management	MANAGE/DECIDE						
Use of Checklists	MANAGE/DECIDE						
Powerplant Operations	MANAGE/DECIDE						
Avionics and Automation Operations	MANAGE/DECIDE						
Taxiing and Ground Operations	MANAGE/DECIDE						
Normal Takeoff and Climb	MANAGE/DECIDE						
The Four Fundamentals	MANAGE/DECIDE						
Traffic Pattern and Normal Landing	MANAGE/DECIDE						
Post-flight Procedures and Checklists	MANAGE/DECIDE						

Introduction

Traffic Pattern and Collision Avoidance	PERFORM						
Proper Use of Flaps and Speed Changes	PERFORM						
Establishing a Stabilized Approach	PERFORM						
Normal Landings	PERFORM						
Recognizing a Faulty Approach and Making Timely Corrective Actions	PERFORM						
Go-around (Rejected Landing)	PERFORM						
Pilot Judgment and Decision Making	PERFORM						

Post-flight Discussion

Student Performance	PERFORM						
Instructor Performance	PERFORM						

Cirrus Private Instrument Course Strand 1 - Lesson 16 Ground Lesson Pre-Solo Written Exam	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Ground Lesson Discussion

The regulation that requires a Pre-solo Written Exam (61.87)	PERFORM						
Knowledge Area: Part 61 Pertaining to Student Pilots	PERFORM						
Knowledge Area: Part 91 Applicable Flight Rules	PERFORM						
Knowledge Area: Operations at the Local Airport	PERFORM						
Knowledge Area: Operation of the Cirrus Airplane	PERFORM						

Pre-solo Written Exam

Administer the Pre-solo Written Exam	Complete	
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Grade and Review the Pre-solo Written Exam

Student Performance	Complete Exam						
Instructor Performance	Review Exam						

A16

Cirrus Private Instrument Course Strand 1 - Lesson 17 Dual/Solo Flight Lesson First Solo Flight	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Risk Management	MANAGE/DECIDE						

Review

Cockpit Management	PERFORM						
Use of Checklists	PERFORM						
Powerplant Operations	PERFORM						
Avionics and Automation Operations	PERFORM						
Taxiing and Ground Operations	PERFORM						
Normal Takeoff and Climb	PERFORM						
The Four Fundamentals	PERFORM						
Traffic Pattern and Normal Landing	PERFORM						
Post-flight Procedures and Checklists	PERFORM						
Obtaining Weather Information	PERFORM						
Calculating Weight and Balance	PERFORM						
Predicting Airplane Performance	PERFORM						
The Responsibility of the Pilot in Decision Making	PERFORM						
Situational Awareness	PERFORM						
Single-pilot Resource Management	PERFORM						

First Solo Flight

Overall Student Performance	PERFORM						
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A17

Cirrus Private Instrument Course Strand 1 - Lesson 18 Dual Flight Lesson Progress Flight	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed

Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Risk Management	MANAGE/DECIDE						
Cockpit Management	MANAGE/DECIDE						
Use of Checklists	PERFORM						
Powerplant Operations	PERFORM						
Avionics and Automation Operations	PERFORM						
Taxiing and Ground Operations	PERFORM						
Normal Takeoff and Climb	PERFORM						
The Four Fundamentals	PERFORM						
Traffic Pattern and Normal Landing	PERFORM						
Post-flight Procedures and Checklists	PERFORM						
Obtaining Weather Information	PERFORM						
Calculating Weight and Balance	PERFORM						
Predicting Airplane Performance	PERFORM						
The Proper Use of the Autopilot	PERFORM						
The Responsibility of the Pilot in Decision Making	PERFORM						
Situational Awareness	PERFORM						
Single-pilot Resource Management	PERFORM						

A18

Cirrus Private Instrument Course Strand 2 - Lesson 19 Solo Flight Lesson Staying Proficient	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Risk Management	MANAGE/DECIDE						

Review

Cockpit Management	PERFORM						
Use of Checklists	PERFORM						
Powerplant Operations	PERFORM						
Avionics and Automation Operations	PERFORM						
Taxiing and Ground Operations	PERFORM						
Normal Takeoff and Climb	PERFORM						
Navigation to a Designated Practice Area	PERFORM						
Steep Turns	PERFORM						
Slow Flight and Stalls	PERFORM						
Ground Reference Maneuvers	PERFORM						
Traffic Pattern entry	PERFORM						
Normal Approach and Landing	PERFORM						
Post-flight Checklists	PERFORM						
The Responsibility of the Pilot in Decision Making	PRACTICE						
Situational Awareness	PRACTICE						
Single-pilot Resource Management	PRACTICE						

Post-flight Discussion

Student Performance	PRACTICE						
Instructor Performance	PRACTICE						

Cirrus Private Instrument Course Strand 2 - Lesson 20 Ground Lesson Navigation Essentials	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Ground Lesson Discussion

Acquiring Real-Time Weather Information	EXPLAIN						
Reading the Sectional Chart	EXPLAIN						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	EXPLAIN						
Calculating Climb Performance	EXPLAIN						
Calculating Fuel Consumption (Gallons per Hour: GPH)	EXPLAIN						
Selecting VFR Navigation Checkpoints	EXPLAIN						
Determining IAS, CAS, TAS, and GS	EXPLAIN						
Determining TC, TH, MH, and CH	EXPLAIN						
Calculating the Time Duration of the Flight	EXPLAIN						
Calculating Fuel Required for the Flight	EXPLAIN						
Calculating Fuel Reserves for the Flight	EXPLAIN						
Preparing and Filing a VFR Flight Plan	EXPLAIN						
Diversions to Unplanned Airports	EXPLAIN						
The Responsibility of the Pilot for Navigation Decision Making	EXPLAIN						
Situational Awareness	EXPLAIN						
Single-pilot Resource Management	EXPLAIN						

Cirrus Private Instrument Course Strand 2 - Lesson 21 Dual Flight Lesson Golf Trip	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Risk Management	MANAGE/DECIDE						

Before Takeoff

Acquiring Real-Time Weather Information	PRACTICE						
Reading the Sectional Chart	PRACTICE						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	PRACTICE						
Calculating Climb Performance	PRACTICE						
Calculating Fuel Consumption (Gallons per Hour: GPH)	PRACTICE						
Selecting VFR Navigation Checkpoints	PRACTICE						
Determining IAS, CAS, TAS, and GS	PRACTICE						
Determining TC, TH, MH, and CH	PRACTICE						
Calculating the Time Duration of the Flight	PRACTICE						
Calculating Fuel Required for the Flight	PRACTICE						
Calculating Fuel Reserves for the Flight	PRACTICE						
Preparing and Filing a VFR Flight Plan	PRACTICE						

During the Flight

Use of Checklists	PRACTICE						
Normal Takeoff and Transition En Route	PRACTICE						
VFR Flight Plan Management	PRACTICE						
Appropriate Use of Autopilot	PRACTICE						
VFR Navigation and Checkpoints	PRACTICE						
Calculation of Actual Groundspeed	PRACTICE						
Transition From En Route to Traffic Pattern	PRACTICE						
Pilot Decision Making	PRACTICE						
Single-pilot Resource Management	PRACTICE						

Cirrus Private Instrument Course Strand 2 - Lesson 22 Ground Lesson Multiple Destination Cross Country Flight Planning	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed

Ground Lesson Discussion

Acquiring Real-Time Weather Information	PRACTICE						
Reading the Sectional Chart	PRACTICE						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	PRACTICE						
Calculating Climb Performance	PRACTICE						
Calculating Fuel Consumption (Gallons per Hour: GPH)	PRACTICE						
Selecting VFR Navigation Checkpoints	PRACTICE						
Determining IAS, CAS, TAS, and GS	PRACTICE						
Determining TC, TH, MH, and CH	PRACTICE						
Calculating the Time Duration of the Flight	PRACTICE						
Calculating Fuel Required for the Flight	PRACTICE						
Calculating Fuel Reserves for the Flight	PRACTICE						
Preparing and Filing a VFR Flight Plan	PRACTICE						
Diversions to Unplanned Airports	PRACTICE						
The Responsibility of the Pilot for Navigation Decision Making	PRACTICE						
Situational Awareness	PRACTICE						
Single-pilot Resource Management	PRACTICE						

Introduction

Weight and Balance for Cross Country	DESCRIBE						
Aircraft Logbooks	DESCRIBE						
Required Aircraft Inspections and ADs	DESCRIBE						
Recent Pilot Experience	DESCRIBE						
Class D Airspace	DESCRIBE						
Class C Airspace	DESCRIBE						

Cirrus Private Instrument Course Strand 2 - Lesson 23 Dual Flight Lesson Business Meeting	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Risk Management	MANAGE/DECIDE						

Review

Cockpit Management	PERFORM						
Use of Checklists	PERFORM						
Normal Takeoff and Transition En Route	PERFORM						
Proper Use of the Autopilot	PERFORM						
VFR Flight Plan Management	PERFORM						
VFR Navigation and Checkpoints	PERFORM						
Transition From En Route to Traffic Pattern	PERFORM						
Radio Communication	PERFORM						
Post-flight Procedures and Checklists	PERFORM						

Introduction

Encounter with Instrument Conditions	DESCRIBE						
Flying With a View Limiting Device	DESCRIBE						
Basic Attitude Instrument Flying	DESCRIBE						
The Proper Use of the Autopilot	DESCRIBE						
180-degree Escape from Instrument Conditions	DESCRIBE						
Unusual Attitude Recovery	DESCRIBE						
Single-pilot Resource Management	DESCRIBE						

Post-flight Discussion

Student Performance	EXPLAIN						
Instructor Performance	EXPLAIN						

Cirrus Private Instrument Course Strand 2 - Lesson 24 Solo Cross Country Flight Lesson Go Visit Your Mother!	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Risk Management	MANAGE/DECIDE						

Before Takeoff

Acquiring Real-Time Weather Information	PERFORM						
Reading the Sectional Chart	PERFORM						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	PERFORM						
Calculating Climb Performance	PERFORM						
Calculating Fuel Consumption (Gallons per Hour: GPH)	PERFORM						
Selecting VFR Navigation Checkpoints	PERFORM						
Determining IAS, CAS, TAS, and GS	PERFORM						
Determining TC, TH, MH, and CH	PERFORM						
Calculating the Time Duration of the Flight	PERFORM						
Calculating Fuel Required for the Flight	PERFORM						
Calculating Fuel Reserves for the Flight	PERFORM						
Preparing and Filing a VFR Flight Plan	PERFORM						

During the Flight

Use of Checklists	PERFORM						
Normal Takeoff and Transition En Route	PERFORM						
VFR Flight Plan Management	PERFORM						
Appropriate Use of Autopilot	PERFORM						
VFR Navigation and Checkpoints	PERFORM						
Calculation of Actual Groundspeed	PERFORM						
Transition From En Route to Traffic Pattern	PERFORM						
Pilot Decision Making	PERFORM						
Single-pilot Resource Management	PERFORM						

Cirrus Private Instrument Course Strand 2 - Lesson 25 Solo Cross Country Flight Lesson Get back for the Ball Game	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed	

Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Risk Management	MANAGE/DECIDE						

Before Takeoff

Acquiring Real-Time Weather Information	PERFORM						
Reading the Sectional Chart	PERFORM						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	PERFORM						
Calculating Climb Performance	PERFORM						
Calculating Fuel Consumption (Gallons per Hour: GPH)	PERFORM						
Selecting VFR Navigation Checkpoints	PERFORM						
Determining IAS, CAS, TAS, and GS	PERFORM						
Determining TC, TH, MH, and CH	PERFORM						
Calculating the Time Duration of the Flight	PERFORM						
Calculating Fuel Required for the Flight	PERFORM						
Calculating Fuel Reserves for the Flight	PERFORM						
Preparing and Filing a VFR Flight Plan	PERFORM						

During the Flight

Use of Checklists	PERFORM						
Normal Takeoff and Transition En Route	PERFORM						
VFR Flight Plan Management	PERFORM						
Appropriate Use of Autopilot	PERFORM						
VFR Navigation and Checkpoints	PERFORM						
Calculation of Actual Groundspeed	PERFORM						
Transition From En Route to Traffic Pattern	PERFORM						
Pilot Decision Making	PERFORM						
Single-pilot Resource Management	PERFORM						

Cirrus Private Instrument Course Strand 2 - Lesson 26 Ground Lesson Getting Ready to fly in the Dark	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed

Ground Lesson Discussion – Night Flying

What is Considered “Night” by the FAA	DESCRIBE						
Aircraft Lights	DESCRIBE						
Airport Selection at Night: Is fuel available After regular business hours?	DESCRIBE						
Airport Facilities Directory: AFD	DESCRIBE						
Fuel Requirements at Night	DESCRIBE						
Equipment needed for Night Flying	DESCRIBE						
Cockpit Management at Night	DESCRIBE						
VFR Navigation at Night	DESCRIBE						
Route Selection at Night	DESCRIBE						
Emergencies at Night	DESCRIBE						
Preparing and Filing a VFR Flight Plan	DESCRIBE						

Ground Lesson Discussion – Aeromedical Factors

Night Vision	DESCRIBE						
Visual Illusions at Night	DESCRIBE						
Disorientation	DESCRIBE						
Hypoxia and Supplemental Oxygen	DESCRIBE						
Hyperventilation	DESCRIBE						
Alcohol / Drug awareness	DESCRIBE						
Motion Sickness	DESCRIBE						
Stress and Fatigue	DESCRIBE						
Personal Minimums	DESCRIBE						
Pilot Decision Making	DESCRIBE						

Cirrus Private Instrument Course Strand 2 - Lesson 27 Dual Flight Lesson at Night Special Date	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Risk Management	MANAGE/DECIDE						

Before Takeoff

Acquiring Real-Time Weather Information	PERFORM						
Reading the Sectional Chart	PERFORM						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	PERFORM						
Calculating Climb Performance	PERFORM						
Calculating Fuel Consumption (Gallons per Hour: GPH)	PERFORM						
Selecting VFR Navigation Checkpoints that Can Be Seen at Night	PERFORM						
Determining IAS, CAS, TAS, and GS	PERFORM						
Determining TC, TH, MH, and CH	PERFORM						
Calculating the Time Duration of the Flight	PERFORM						
Calculating Fuel Required for the Flight	PERFORM						
Calculating fuel reserves at Night	PERFORM						
Preparing and Filing a VFR Flight Plan	PERFORM						

During the Flight

Use of Checklists	PERFORM						
Normal Takeoff and Transition En Route	PERFORM						
VFR Flight Plan Management	PERFORM						
Appropriate Use of Autopilot	PERFORM						
VFR Navigation and Checkpoints at Night	PERFORM						
Calculation of Actual Groundspeed	PERFORM						
Transition From En Route to Traffic Pattern	PERFORM						
Pilot Decision Making	PERFORM						
Single-pilot Resource Management	PERFORM						

Cirrus Private Instrument Course Strand 2 - Lesson 28 Dual Flight Lesson at Night Proficiency and Avoiding Hazards at Night	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Risk Management	MANAGE/DECIDE						

Review

Cockpit Management at Night	DESCRIBE						
Use of Checklists	DESCRIBE						
Equipment needed for Night flight	DESCRIBE						
Aircraft Lights	DESCRIBE						
Taxiing and Ground Operations at Night	DESCRIBE						
Normal Takeoff and Climb at Night	DESCRIBE						
Collision Avoidance at Night	DESCRIBE						
Traffic Pattern and Normal Landing	DESCRIBE						
Post-flight Procedures and Checklists	DESCRIBE						

Introduction

Pilot Recent Experience at Night	DESCRIBE						
Runway Illusions at Night	DESCRIBE						
Airport Lighting	DESCRIBE						
Practice Night Landings to a full stop	DESCRIBE						
Unexpected Situations at Night – Loss of Landing Light	DESCRIBE						
Unexpected Situations at Night – Loss of Cockpit Lighting and Panel instruments	DESCRIBE						
Single-pilot Resource Management	DESCRIBE						

Post-flight Discussion

Student Performance	EXPLAIN						
Instructor Performance	EXPLAIN						

Cirrus Private Instrument Course Strand 2 - Lesson 29 Dual Flight Lesson Cross Country Progress Check	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed	

Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Risk Management	MANAGE/DECIDE						

Before Takeoff

Acquiring Real-Time Weather Information	PERFORM						
Reading the Sectional Chart	PERFORM						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	PERFORM						
Calculating Climb Performance	PERFORM						
Calculating Fuel Consumption (Gallons per Hour: GPH)	PERFORM						
Selecting VFR Navigation Checkpoints	PERFORM						
Determining IAS, CAS, TAS, and GS	PERFORM						
Determining TC, TH, MH, and CH	PERFORM						
Calculating the Time Duration of the Flight	PERFORM						
Calculating Fuel Required for the Flight	PERFORM						
Calculating Fuel Reserves for the Flight	PERFORM						
Preparing and Filing a VFR Flight Plan	PERFORM						

During the Flight

Use of Checklists	PERFORM						
Normal Takeoff and Transition En Route	PERFORM						
VFR Flight Plan Management	PERFORM						
Appropriate Use of Autopilot	PERFORM						
VFR Navigation and Checkpoints	PERFORM						
Calculation of Actual Groundspeed	PERFORM						
Transition From En Route to Traffic Pattern	PERFORM						
Pilot Decision Making	PERFORM						
Single-pilot Resource Management	PERFORM						

Cirrus Private Instrument Course Strand 3 - Lesson 30 Ground Lesson Airspace and Radio Communication	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed

Ground Lesson Discussion

Airspace and the Airport Facility Directory	DESCRIBE						
Controlled and Uncontrolled Airspace (Class G and Class E)	DESCRIBE						
Class D Airspace and Radio Communication required	DESCRIBE						
Class C Airspace and Radio Communication required	DESCRIBE						
Class B Airspace and Radio Communication required	DESCRIBE						
Communication with a Flight Service Station while in-flight - various methods	DESCRIBE						
Runway Incursion Avoidance	DESCRIBE						
Wake Turbulence Avoidance	DESCRIBE						
RADAR and Air Traffic Control Services	DESCRIBE						
Reading and Using METARS	DESCRIBE						
Reading and Using TAFS	DESCRIBE						
Reading and Using PIREPS	DESCRIBE						
Reading and Using the Winds and Temperatures Aloft Forecast	DESCRIBE						
Reading and Using Area Forecasts	DESCRIBE						
Predicting Icing Conditions	DESCRIBE						
Airmets, Sigmet and Convective Sigmet	DESCRIBE						
The Responsibility of the Pilot in Decision Making with Regard to the Weather	DESCRIBE						
Situational Awareness	DESCRIBE						
Single-pilot Resource Management	DESCRIBE						

Cirrus Private Instrument Course Strand 3 - Lesson 31 Dual Flight Lesson to Congested Airspace Drop Off a Computer for Repair	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Risk Management	MANAGE/DECIDE						

Before Takeoff

Acquiring Real-Time Weather Information	PERFORM						
Reading the Sectional Chart	PERFORM						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	PERFORM						
Calculating Climb Performance	PERFORM						
Calculating Fuel Consumption (Gallons per Hour: GPH)	PERFORM						
Selecting VFR Navigation Checkpoints	PERFORM						
Determining IAS, CAS, TAS, and GS	PERFORM						
Determining TC, TH, MH, and CH	PERFORM						
Calculating the Time Duration of the Flight	PERFORM						
Calculating Fuel Required for the Flight	PERFORM						
Calculating Fuel Reserves for the Flight	PERFORM						
Preparing and Filing a VFR Flight Plan	PERFORM						

During the Flight

Use of Checklists	PERFORM						
Normal Takeoff and Transition En Route	PERFORM						
VFR Flight Plan Management	PERFORM						
Appropriate Use of Autopilot	PERFORM						
VFR Navigation and Checkpoints	PERFORM						
Calculation of Actual Groundspeed	PERFORM						
Transition From En Route to Traffic Pattern	PERFORM						
Pilot Decision Making	PERFORM						
Single-pilot Resource Management	PERFORM						

Cirrus Private Instrument Course Strand 3 - Lesson 32 Solo Flight Lesson to Congested Airspace Pick Up Repaired Computer	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Risk Management	MANAGE/DECIDE						

Before Takeoff

Acquiring Real-Time Weather Information	PERFORM						
Reading the Sectional Chart	PERFORM						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	PERFORM						
Calculating Climb Performance	PERFORM						
Calculating Fuel Consumption (Gallons per Hour: GPH)	PERFORM						
Selecting VFR Navigation Checkpoints	PERFORM						
Determining IAS, CAS, TAS, and GS	PERFORM						
Determining TC, TH, MH, and CH	PERFORM						
Calculating the Time Duration of the Flight	PERFORM						
Calculating Fuel Required for the Flight	PERFORM						
Calculating Fuel Reserves for the Flight	PERFORM						
Preparing and Filing a VFR Flight Plan	PERFORM						

During the Flight

Use of Checklists	PERFORM						
Normal Takeoff and Transition En Route	PERFORM						
VFR Flight Plan Management	PERFORM						
Appropriate Use of Autopilot	PERFORM						
VFR Navigation and Checkpoints	PERFORM						
Calculation of Actual Groundspeed	PERFORM						
Transition From En Route to Traffic Pattern	PERFORM						
Pilot Decision Making	PERFORM						
Single-pilot Resource Management	PERFORM						

Cirrus Private Instrument Course Strand 3 - Lesson 33 Solo Flight Lesson Manufacturing Plant	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Risk Management	MANAGE/DECIDE						

Before Takeoff

Acquiring Real-Time Weather Information	PERFORM						
Reading the Sectional Chart	PERFORM						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	PERFORM						
Calculating Climb Performance	PERFORM						
Calculating Fuel Consumption (Gallons per Hour: GPH)	PERFORM						
Selecting VFR Navigation Checkpoints	PERFORM						
Determining IAS, CAS, TAS, and GS	PERFORM						
Determining TC, TH, MH, and CH	PERFORM						
Calculating the Time Duration of the Flight	PERFORM						
Calculating Fuel Required for the Flight	PERFORM						
Calculating Fuel Reserves for the Flight	PERFORM						
Preparing and Filing a VFR Flight Plan	PERFORM						

During the Flight

Use of Checklists	PERFORM						
Normal Takeoff and Transition En Route	PERFORM						
VFR Flight Plan Management	PERFORM						
Appropriate Use of Autopilot	PERFORM						
VFR Navigation and Checkpoints	PERFORM						
Calculation of Actual Groundspeed	PERFORM						
Transition From En Route to Traffic Pattern	PERFORM						
Pilot Decision Making	PERFORM						
Single-pilot Resource Management	PERFORM						

Cirrus Private Instrument Course Strand 3 - Lesson 34 Solo Flight Lesson The Science Fair	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Risk Management	MANAGE/DECIDE						

Before Takeoff

Acquiring Real-Time Weather Information	PERFORM						
Reading the Sectional Chart	PERFORM						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	PERFORM						
Calculating Climb Performance	PERFORM						
Calculating Fuel Consumption (Gallons per Hour: GPH)	PERFORM						
Selecting VFR Navigation Checkpoints	PERFORM						
Determining IAS, CAS, TAS, and GS	PERFORM						
Determining TC, TH, MH, and CH	PERFORM						
Calculating the Time Duration of the Flight	PERFORM						
Calculating Fuel Required for the Flight	PERFORM						
Calculating Fuel Reserves for the Flight	PERFORM						
Preparing and Filing a VFR Flight Plan	PERFORM						

During the Flight

Use of Checklists	PERFORM						
Normal Takeoff and Transition En Route	PERFORM						
VFR Flight Plan Management	PERFORM						
Appropriate Use of Autopilot	PERFORM						
VFR Navigation and Checkpoints	PERFORM						
Calculation of Actual Groundspeed	PERFORM						
Transition From En Route to Traffic Pattern	PERFORM						
Pilot Decision Making	PERFORM						
Single-pilot Resource Management	PERFORM						

Cirrus Private Instrument Course Strand 3 - Lesson 35 Solo Flight Lesson Awards Banquet	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Risk Management	MANAGE/DECIDE						

Before Takeoff

Acquiring Real-Time Weather Information	PERFORM						
Reading the Sectional Chart	PERFORM						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	PERFORM						
Calculating Climb Performance	PERFORM						
Calculating Fuel Consumption (Gallons per Hour: GPH)	PERFORM						
Selecting VFR Navigation Checkpoints	PERFORM						
Determining IAS, CAS, TAS, and GS	PERFORM						
Determining TC, TH, MH, and CH	PERFORM						
Calculating the Time Duration of the Flight	PERFORM						
Calculating Fuel Required for the Flight	PERFORM						
Calculating Fuel Reserves for the Flight	PERFORM						
Preparing and Filing a VFR Flight Plan	PERFORM						

During the Flight

Use of Checklists	PERFORM						
Normal Takeoff and Transition En Route	PERFORM						
VFR Flight Plan Management	PERFORM						
Appropriate Use of Autopilot	PERFORM						
VFR Navigation and Checkpoints	PERFORM						
Calculation of Actual Groundspeed	PERFORM						
Transition From En Route to Traffic Pattern	PERFORM						
Pilot Decision Making	PERFORM						
Single-pilot Resource Management	PERFORM						

Cirrus Private Instrument Course Strand 4 - Lesson 36 Ground Lesson IFR Departure and Arrival	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Ground Lesson Discussion

IFR Departure and Arrival Procedures	DESCRIBE						
The Difference Between a VFR and an IFR Flight Plan	DESCRIBE						
IFR Clearance	DESCRIBE						
Working with Air Traffic Control Between Airports in the En Route Phase of Flight	DESCRIBE						
Departure and Arrival Control	DESCRIBE						
Air Route Traffic Control Centers	DESCRIBE						
Radio Communication with ATC	DESCRIBE						
Non-Precision Instrument Approach	DESCRIBE						
Precision Instrument Approach	DESCRIBE						
Straight-in Landing After an IFR Approach	DESCRIBE						
Circle-to-land After an IFR Approach	DESCRIBE						
Basic Attitude Instrument Flying and the Proper Use of the Autopilot	DESCRIBE						
Reading Instrument En Route Charts	DESCRIBE						
Reading Instrument Approach Charts	DESCRIBE						

Cirrus Private Instrument Course Strand 4 - Lesson 37 Dual Flight Lesson Attitude Instrument Flying	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed

Pre-flight Discussion

IFR Departure and Arrival Procedures	EXPLAIN						
The Difference Between a VFR and an IFR Flight Plan	EXPLAIN						
IFR Clearance	EXPLAIN						
Working with Air Traffic Control Between Airports in the En Route Phase of Flight	EXPLAIN						
Departure and Arrival Control	EXPLAIN						
Air Route Traffic Control Centers	EXPLAIN						
Radio Communication with ATC	EXPLAIN						
Non-Precision Instrument Approach	EXPLAIN						
Precision Instrument Approach	EXPLAIN						
Straight-in landing After an IFR Approach	EXPLAIN						
Circle-to-land After an IFR Approach	EXPLAIN						
Basic Attitude Instrument Flying and the Proper Use of the Autopilot	EXPLAIN						
Reading Instrument En Route Charts	EXPLAIN						
Reading Instrument Approach Charts	EXPLAIN						

Introduction

Maintaining Airplane Control Without Outside Visual References – Instrument Reference only (IR) and Without Autopilot	PRACTICE						
Flying with a View Limiting Device	PRACTICE						
Controlling Airplane Altitude, Heading, and Speed With Instrument Reference Only - IR	PRACTICE						
Making airspeed changes IR	PRACTICE						
Spacial Disorientation Demonstration and Recovery	PRACTICE						
Spacial Disorientation Avoidance	PRACTICE						
Unusual Attitude Recovery	PRACTICE						

Post-flight Discussion

Student Performance	PRACTICE						
Instructor Performance	PRACTICE						

Cirrus Private Instrument Course Strand 4 - Lesson 38 Dual Flight Lesson Reunion Flight	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed

Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Go/no-go decision	MANAGE/DECIDE						

Before Takeoff

Acquiring Real-Time Weather Information	PERFORM						
Reading an Instrument Chart	PERFORM						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	PERFORM						
Calculating Fuel Consumption (Gallons per Hour: GPH)	PERFORM						
Calculating the Time Duration of the Flight	PERFORM						
Calculating Fuel Required for the Flight	PERFORM						
Calculating IFR Fuel Reserves for the Flight	PERFORM						
Preparing and Filing an IFR Flight Plan	PERFORM						

During the Flight

Use of Checklists	PERFORM						
Receiving an IFR Clearance	PRACTICE						
Transition from Takeoff to En Route	PERFORM						
Appropriate Use of Autopilot	PERFORM						
En Route IFR Navigation and Radio Communication	PERFORM						
Instrument Approach Set-up	PRACTICE						
Non-Precision Approach	PRACTICE						
Landing Straight-in After Approach	PRACTICE						
Missed Approach	PRACTICE						

Cirrus Private Instrument Course Strand 4 - Lesson 39 Solo Flight Lessons VFR Cross Country Block Note: This Lesson will require several flights to complete. Make copies of this sheet as needed for each trip.	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed

Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Go/no-go Decision	MANAGE/DECIDE						

Before Takeoff

Acquiring Real-Time Weather Information	PERFORM						
Reading the Sectional Chart	PERFORM						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	PERFORM						
Calculating Climb Performance	PERFORM						
Calculating Fuel Consumption (Gallons per Hour: GPH)	PERFORM						
Selecting VFR Navigation Checkpoints	PERFORM						
Determining IAS, CAS, TAS, and GS	PERFORM						
Determining TC, TH, MH, and CH	PERFORM						
Calculating the Time Duration of the Flight	PERFORM						
Calculating Fuel Required for the Flight	PERFORM						
Calculating Fuel Reserves for the Flight	PERFORM						
Preparing and Filing a VFR Flight Plan	PERFORM						

During the Flight

Use of Checklists	PERFORM						
Normal Takeoff and Transition En Route	PERFORM						
VFR Flight Plan Management	PERFORM						
Appropriate Use of Autopilot	PERFORM						
VFR Navigation and Checkpoints	PERFORM						
Air Traffic Control Communication and Services	PERFORM						
Transition From En Route to Traffic Pattern	PERFORM						
Pilot Decision Making	MANAGE/DECIDE						
Single-pilot Resource Management	MANAGE/DECIDE						

Cirrus Private Instrument Course Strand 4 - Lesson 40 Dual Flight Lesson The Architectural Prints	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Go/no-go Decision	MANAGE/DECIDE						

Before Takeoff

Acquiring Real-Time Weather Information	PERFORM						
Reading an Instrument Chart	PERFORM						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	PERFORM						
Calculating Fuel Consumption (Gallons per Hour: GPH)	PERFORM						
Calculating the Time Duration of the Flight	PERFORM						
Calculating Fuel Required for the Flight	PERFORM						
Calculating IFR Fuel Reserves for the Flight	PERFORM						
Preparing and Filing an IFR Flight Plan	PERFORM						

During the Flight

Use of Checklists	PERFORM						
Receiving an IFR Clearance	PRACTICE						
Transition from Takeoff to En Route	PERFORM						
Appropriate Use of Autopilot	PERFORM						
En Route IFR Navigation and Radio Communication	PERFORM						
Instrument Approach Set-up	PRACTICE						
Non-Precision Approach	PRACTICE						
Circle-to-land After Approach	PRACTICE						
Missed Approach	PRACTICE						

Cirrus Private Instrument Course Strand 4 - Lesson 41 Solo Flight Lessons VFR Cross Country Block Note: This Lesson will require several flights to complete. Make copies of this sheet as needed for each trip	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Go/no-go Decision	MANAGE/DECIDE						

Before Takeoff

Acquiring Real-Time Weather Information	PERFORM						
Reading the Sectional Chart	PERFORM						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	PERFORM						
Calculating Climb Performance	PERFORM						
Calculating Fuel Consumption (Gallons per Hour: GPH)	PERFORM						
Selecting VFR Navigation Checkpoints	PERFORM						
Determining IAS, CAS, TAS, and GS	PERFORM						
Determining TC, TH, MH, and CH	PERFORM						
Calculating the Time Duration of the Flight	PERFORM						
Calculating Fuel Required for the Flight	PERFORM						
Calculating Fuel Reserves for the Flight	PERFORM						
Preparing and Filing a VFR Flight Plan	PERFORM						

During the Flight

Use of Checklists	PERFORM						
Normal Takeoff and Transition En Route	PERFORM						
VFR Flight Plan Management	PERFORM						
Appropriate Use of Autopilot	PERFORM						
VFR Navigation and Checkpoints	PERFORM						
Air Traffic Control Communication and Services	PERFORM						
Transition From En Route to Traffic Pattern	PERFORM						
Pilot Decision Making	MANAGE/DECIDE						
Single-pilot Resource Management	MANAGE/DECIDE						

Cirrus Private Instrument Course Strand 4 - Lesson 42 Dual Flight Lesson The Journalist Flight	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Go/no-go Decision	MANAGE/DECIDE						

Before Takeoff

Acquiring Real-Time Weather Information	PERFORM						
Reading an Instrument Chart	PERFORM						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	PERFORM						
Calculating Fuel Consumption (Gallons per Hour: GPH)	PERFORM						
Calculating the Time Duration of the Flight	PERFORM						
Calculating Fuel Required for the Flight	PERFORM						
Calculating IFR Fuel Reserves for the Flight	PERFORM						
Preparing and Filing an IFR Flight Plan	PERFORM						

During the Flight

Use of Checklists	PERFORM						
Receiving an IFR Clearance	PRACTICE						
Transition from Takeoff to En Route	PERFORM						
Appropriate Use of Autopilot	PERFORM						
En Route IFR Navigation and Radio Communication	PERFORM						
Instrument Approach Set-up	PRACTICE						
Localizer Approach (LOC, SDF, LDA)	PRACTICE						
Straight-in Landing After Approach	PRACTICE						
Missed Approach	PRACTICE						

Cirrus Private Instrument Course Strand 4 - Lesson 43 Dual Flight Lesson College Recruiting Trip	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Go/no-go Decision	MANAGE/DECIDE						

Before Takeoff

Acquiring Real-Time Weather Information	PERFORM						
Reading an Instrument Chart	PERFORM						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	PERFORM						
Calculating Fuel Consumption (Gallons per Hour: GPH)	PERFORM						
Calculating the Time Duration of the Flight	PERFORM						
Calculating Fuel Required for the Flight	PERFORM						
Calculating IFR Fuel Reserves for the Flight	PERFORM						
Preparing and Filing an IFR Flight Plan	PERFORM						

During the Flight

Use of Checklists	PERFORM						
Receiving an IFR Clearance	PERFORM						
Transition from Takeoff to En Route	PERFORM						
Appropriate Use of Autopilot	PERFORM						
En Route IFR Navigation and Radio Communication	PERFORM						
Instrument Approach Set-up	PERFORM						
Instrument Landing System (ILS) Approach	PRACTICE						
Straight-in Landing After Approach	PRACTICE						
Missed Approach	PRACTICE						

Cirrus Private Instrument Course Strand 4 - Lesson 44 Dual Flight Lesson Strand Check Flight	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Go/no-go Decision	MANAGE/DECIDE						

Before Takeoff

Acquiring Real-Time Weather Information	PERFORM						
Reading an Instrument Chart	PERFORM						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	PERFORM						
Calculating Fuel Consumption (Gallons per Hour: GPH)	PERFORM						
Calculating the Time Duration of the Flight	PERFORM						
Calculating Fuel Required for the Flight	PERFORM						
Calculating IFR Fuel Reserves for the Flight	PERFORM						
Preparing and Filing an IFR Flight Plan	PERFORM						

During the Flight

Use of Checklists	PERFORM						
Receiving an IFR Clearance	PERFORM						
Transition from Takeoff to En Route	PERFORM						
Appropriate Use of Autopilot	PERFORM						
En Route IFR Navigation and Radio Communication	PERFORM						
Instrument Approach Set-up	PERFORM						
Non-Precision and Precision Approach	PERFORM						
Circle-to-land After Approach	PERFORM						
Missed Approach	PERFORM						

Cirrus Private Instrument Course Strand 5 - Lesson 45 Ground Lesson IFR Flight Planning and Holding Patterns	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed

Ground Lesson Discussion: IFR Cross Country Planning

Single-pilot Resource Management (SRM) IFR Personal Minimums and the Go/no-go Decision	EXPLAIN						
IFR Route Selection and IFR En Route Charts	DESCRIBE						
IFR Altitude Selection Including MEA, MOCA, MRA, MCA and MAA.	DESCRIBE						
IFR Weather Considerations Including Turbulence and icing.	DESCRIBE						
IFR Navigation Planning	DESCRIBE						
IFR Flight Plan Management	DESCRIBE						
Determining if an Alternate Airport is Required on the IFR Flight Plan	DESCRIBE						
If an Alternate is Required, How is an Alternate Airport Selected?	DESCRIBE						
IFR Fuel Reserves With and Without an Alternate Airport	DESCRIBE						
Various Methods of Receiving the IFR Clearance Including Void Times	DESCRIBE						

Ground Lesson Discussion – Holding Patterns

Holding Pattern Layout and Shape	DESCRIBE						
Timing the Holding Pattern	DESCRIBE						
Flying a Holding Pattern with a Crosswind	DESCRIBE						
Understanding ATC Holding Instructions	DESCRIBE						
Expect Further Clearance (EFC) Time	DESCRIBE						
Holding Pattern Entry	DESCRIBE						
Holding Patterns En Route	DESCRIBE						
Holding Patterns After an IFR Approach	DESCRIBE						
The Proper Use of the Autopilot	DESCRIBE						
Single-pilot Resource Management	DESCRIBE						

Cirrus Private Instrument Course Strand 5 - Lesson 46 Dual Flight Lesson FAA Safety Seminar	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed

Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Go/no-go Decision	MANAGE/DECIDE						

Before Takeoff

Acquiring Real-Time Weather Information	PERFORM						
Reading an Instrument Chart	PERFORM						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	PERFORM						
Calculating Fuel Consumption (Gallons per Hour: GPH)	PERFORM						
Calculating the Time Duration of the Flight	PERFORM						
Calculating Fuel Required for the Flight	PERFORM						
Calculating IFR Fuel Reserves for the Flight	PERFORM						
Preparing and Filing an IFR Flight Plan	PERFORM						

During the Flight

Use of Checklists	PERFORM						
Receiving an IFR Clearance	PERFORM						
Transition from Takeoff to En Route	PERFORM						
Appropriate Use of Autopilot	PERFORM						
En Route IFR Navigation, Radio Communication and Holding Pattern	PRACTICE						
Instrument Approach Set-up	PERFORM						
Precision and Non-Precision Approach	PERFORM						
Straight-in and/or Circle-to-land After Approach	PERFORM						
Missed Approach to a Holding Pattern	PRACTICE						

<p>Cirrus Private Instrument Course Strand 5 - Lesson 47 Ground Lesson Weather Review and Alternate Airports</p>	<p>Desired Outcome</p>	<p>Describe</p>	<p>Explain</p>	<p>Practice</p>	<p>Perform</p>	<p>Manage/Decide</p>	<p>Not Observed</p>
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Ground Lesson Discussion

<p>Obtaining Real Time Weather Information</p>	<p>PERFORM</p>						
<p>Receiving a Weather Briefing from a Flight Service Station: FSS</p>	<p>PERFORM</p>						
<p>Reading and Using METARS</p>	<p>PERFORM</p>						
<p>Reading and Using TAFS</p>	<p>PERFORM</p>						
<p>Reading and Using PIREPS</p>	<p>PERFORM</p>						
<p>Reading and Using the Winds and Temperatures Aloft Forecast</p>	<p>PERFORM</p>						
<p>Reading and Using the Area Forecast</p>	<p>PERFORM</p>						
<p>Airmets, Sigmet, and Convective Sigmet</p>	<p>PERFORM</p>						
<p>Using the Forecast Weather Information to Determine if an IFR Alternate Is Required</p>	<p>PERFORM</p>						
<p>If an IFR Alternate is required: Using Forecast Weather Information to Select a Suitable Alternate Airport</p>	<p>PERFORM</p>						
<p>Single-pilot Resource Management (SRM) IFR Personal Minimums and the Go/no-go Decision</p>	<p>PERFORM</p>						
<p>The Responsibility of the Pilot in Decision Making</p>	<p>PERFORM</p>						
<p>Situational Awareness</p>	<p>PERFORM</p>						
<p>Single-pilot Resource Management</p>	<p>PERFORM</p>						

Cirrus Private Instrument Course Strand 5 - Lesson 48 Dual Flight Lesson Avionics Repair Station Flight	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Go/no-go Decision	MANAGE/DECIDE						

Before Takeoff

Acquiring Real-Time Weather Information	PERFORM						
Reading an Instrument Chart	PERFORM						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	PERFORM						
Calculating Fuel Consumption (Gallons per Hour: GPH)	PERFORM						
Calculating the Time Duration of the Flight	PERFORM						
Calculating Fuel Required for the Flight	PERFORM						
Calculating IFR Fuel Reserves for the Flight	PERFORM						
Preparing and Filing an IFR Flight Plan	PERFORM						

During the Flight

Use of Checklists	PERFORM						
Receiving an IFR Clearance	PERFORM						
Transition from Takeoff to En Route	PERFORM						
Appropriate Use of Autopilot	PERFORM						
En Route IFR Navigation and Radio Communication	PERFORM						
Holding Pattern While En Route	PERFORM						
Instrument Approach Set-up	PERFORM						
Non-Precision Approach	PERFORM						
Precision Approach	PERFORM						
Straight-in and/or Circle-to-land After Approach	PERFORM						
Missed Approach to a Holding Pattern	PERFORM						
Dealing with an Electrical System Malfunction in IFR Conditions	PRACTICE						
Emergency Procedures	PRACTICE						

Cirrus Private Instrument Course Strand 5 - Lesson 49 Solo Flight Lessons Solo/PIC Cross Country Block Note: This Lesson will require several flights to complete. Make copies of this sheet as needed for each trip	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Go/no-go Decision	MANAGE/DECIDE						

Before Takeoff

Acquiring Real-Time Weather Information	PERFORM						
Reading the Sectional Chart	PERFORM						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	PERFORM						
Calculating Climb Performance	PERFORM						
Calculating Fuel Consumption (Gallons per Hour: GPH)	PERFORM						
Selecting VFR Navigation Checkpoints	PERFORM						
Determining IAS, CAS, TAS, and GS	PERFORM						
Determining TC, TH, MH, and CH	PERFORM						
Calculating the Time Duration of the Flight	PERFORM						
Calculating Fuel Required for the Flight	PERFORM						
Calculating Fuel Reserves for the Flight	PERFORM						
Preparing and Filing a VFR Flight Plan	PERFORM						

During the Flight

Use of Checklists	PERFORM						
Normal Takeoff and Transition En Route	PERFORM						
VFR Flight Plan Management	PERFORM						
Appropriate Use of Autopilot	PERFORM						
VFR Navigation and Checkpoints	PERFORM						
Air Traffic Control Communication and Services	PERFORM						
Flight into Class D and/or C as Directed	PERFORM						
Transition From En Route to Traffic Pattern	PERFORM						
Pilot Decision Making	MANAGE/DECIDE						
Single-pilot Resource Management	MANAGE/DECIDE						

Cirrus Private Instrument Course Strand 5 - Lesson 50 Dual Flight Lesson Daughter's Spring Break Trip.	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Go/no-go Decision	MANAGE/DECIDE						

Before Takeoff

Acquiring Real-Time Weather Information	PERFORM						
Reading an Instrument Chart	PERFORM						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	PERFORM						
Calculating Fuel Consumption (Gallons per Hour: GPH)	PERFORM						
Calculating the Time Duration of the Flight	PERFORM						
Calculating Fuel Required for the Flight	PERFORM						
Calculating IFR Fuel Reserves for the Flight	PERFORM						
Preparing and Filing an IFR Flight Plan	PERFORM						

During the Flight

Use of Checklists	PERFORM						
Receiving an IFR Clearance	PERFORM						
Transition from Takeoff to En Route	PERFORM						
Appropriate Use of Autopilot	PERFORM						
En Route IFR Navigation and Radio Communication	PERFORM						
Partial and Complete Loss of Radio Communications Capability in IFR	PRACTICE						
Electrical System Malfunctions	PRACTICE						
IFR Emergency Procedures	PRACTICE						
Instrument Approach Set-up	PERFORM						
Precision and/or Non-Precision Approach	PERFORM						
Straight-in or Circle-to-land Approach	PERFORM						
Missed Approach to a Holding Pattern	PERFORM						

Cirrus Private Instrument Course Strand 5 - Lesson 51 Solo Flight Lessons Final VFR Cross Country Block Note: This Lesson will require several flights to complete. Make copies of this sheet as needed for each trip	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Go/no-go Decision	MANAGE/DECIDE						

Before Takeoff

Acquiring Real-Time Weather Information	PERFORM						
Reading the Sectional Chart	PERFORM						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	PERFORM						
Calculating Climb Performance	PERFORM						
Calculating Fuel Consumption (Gallons per Hour: GPH)	PERFORM						
Selecting VFR Navigation Checkpoints	PERFORM						
Determining IAS, CAS, TAS, and GS	PERFORM						
Determining TC, TH, MH, and CH	PERFORM						
Calculating the Time Duration of the Flight	PERFORM						
Calculating Fuel Required for the Flight	PERFORM						
Calculating Fuel Reserves for the Flight	PERFORM						
Preparing and Filing a VFR Flight Plan	PERFORM						

During the Flight

Use of Checklists	PERFORM						
Normal Takeoff and Transition En Route	PERFORM						
VFR Flight Plan Management	PERFORM						
Appropriate Use of Autopilot	PERFORM						
VFR Navigation and Checkpoints	PERFORM						
Air Traffic Control Communication and Services	PERFORM						
Flight Into Class D and/or C as directed	PERFORM						
Transition From En Route to Traffic Pattern	PERFORM						
Pilot Decision Making	MANAGE/DECIDE						
Single-pilot Resource Management	MANAGE/DECIDE						

Cirrus Private Instrument Course Strand 5 - Lesson 52 Dual Flight Lesson Pick Up Business Equipment	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Go/no-go Decision	MANAGE/DECIDE						

Before Takeoff

Acquiring Real-Time Weather Information	PERFORM						
Reading an Instrument Chart	PERFORM						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	PERFORM						
Calculating Fuel Consumption (Gallons per Hour: GPH)	PERFORM						
Calculating the Time Duration of the Flight	PERFORM						
Calculating Fuel Required for the Flight	PERFORM						
Calculating IFR Fuel Reserves for the Flight	PERFORM						
Preparing and Filing an IFR Flight Plan	PERFORM						

During the Flight

Use of Checklists	PERFORM						
Receiving an IFR Clearance	PERFORM						
Transition from Takeoff to En Route	PERFORM						
Appropriate Use of Autopilot	PERFORM						
En Route IFR Navigation and Radio Communication	PERFORM						
Instrument Approach Set-up	PERFORM						
DME Arc	PRACTICE						
Precision and/or Non-Precision Approach	PERFORM						
Straight-in or Circle-to-land Approach	PERFORM						
Missed Approach to a Holding Pattern	PERFORM						

Cirrus Private Instrument Course Strand 5 - Lesson 53 Dual Flight Lesson Instructor Guided Scenarios	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Go/no-go Decision	MANAGE/DECIDE						

Before Takeoff

Acquiring Real-Time Weather Information	PERFORM						
Reading an Instrument Chart	PERFORM						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	PERFORM						
Calculating Fuel Consumption (Gallons per Hour: GPH)	PERFORM						
Calculating the Time Duration of the Flight	PERFORM						
Calculating Fuel Required for the Flight	PERFORM						
Calculating IFR Fuel Reserves for the Flight	PERFORM						
Preparing and Filing an IFR Flight Plan	PERFORM						

During the Flight

Use of Checklists	PERFORM						
Receiving an IFR Clearance	PERFORM						
Transition from Takeoff to En Route	PERFORM						
Appropriate Use of Autopilot	PERFORM						
En Route IFR Navigation and Radio Communication	PERFORM						
Flying the Airplane With the Partial Loss of Flight Deck Instrumentation (Partial Panel)	PRACTICE						
Instrument Approach Set-up	PERFORM						
Precision and/or Non-Precision Approach	PERFORM						
Straight-in or Circle-to-land Approach	PERFORM						
Missed Approach to a Holding Pattern	PERFORM						

Cirrus Private Instrument Course Strand 5 - Lesson 54 Dual Flight Lesson The Real Estate Class	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Go/no-go Decision	MANAGE/DECIDE						

Before Takeoff

Acquiring Real-Time Weather Information	PERFORM						
Reading an Instrument Chart	PERFORM						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	PERFORM						
Calculating Fuel Consumption (Gallons per Hour: GPH)	PERFORM						
Calculating the Time Duration of the Flight	PERFORM						
Calculating Fuel Required for the Flight	PERFORM						
Calculating IFR Fuel Reserves for the Flight	PERFORM						
Preparing and Filing an IFR Flight Plan	PERFORM						

During the Flight

Use of Checklists	PERFORM						
Receiving an IFR Clearance	PERFORM						
Transition from Takeoff to En Route	PERFORM						
Appropriate Use of Autopilot	PERFORM						
En Route IFR Navigation and Radio Communication	PERFORM						
Flight with Partial Panel Instruments	PRACTICE						
DME Arc	PERFORM						
Instrument Approach Set-up	PERFORM						
Precision and/or Non-Precision Approach	PERFORM						
Straight-in or Circle-to-land Approach	PERFORM						
Missed Approach to Holding Pattern	PERFORM						

Cirrus Private Instrument Course Strand 5 - Lesson 55 Dual Flight Lesson The Surprise Party	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Go/no-go Decision	MANAGE/DECIDE						

Before Takeoff

Acquiring Real-Time Weather Information	PERFORM						
Reading an Instrument Chart	PERFORM						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	PERFORM						
Calculating Fuel Consumption (Gallons per Hour: GPH)	PERFORM						
Calculating the Time Duration of the Flight	PERFORM						
Calculating Fuel Required for the Flight	PERFORM						
Calculating IFR Fuel Reserves for the Flight	PERFORM						
Preparing and Filing an IFR Flight Plan	PERFORM						

During the Flight

Use of Checklists	PERFORM						
Receiving an IFR Clearance	PERFORM						
Transition from Takeoff to En Route	PERFORM						
Appropriate Use of Autopilot	PERFORM						
En Route IFR Navigation and Radio Communication	PERFORM						
IFR Emergency Procedures	PERFORM						
Instrument Approach Set-up	PERFORM						
Precision and/or Non-Precision Approach	PERFORM						
Straight-in or Circle-to-land Approach	PERFORM						
Missed Approach to a Holding Pattern	PERFORM						

Cirrus Private Instrument Course Strand 5 - Lesson 56 Dual Flight Lesson The BCS game	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed

A56

Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Go/no-go Decision	MANAGE/DECIDE						

Before Takeoff

Acquiring Real-Time Weather Information	PERFORM						
Reading an Instrument Chart	PERFORM						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	PERFORM						
Calculating Fuel Consumption (Gallons per Hour: GPH)	PERFORM						
Calculating the Time Duration of the Flight	PERFORM						
Calculating Fuel Required for the Flight	PERFORM						
Calculating IFR Fuel Reserves for the Flight	PERFORM						
Preparing and Filing an IFR Flight Plan Including Alternate Airport selection	PERFORM						

During the Flight

Use of Checklists	PERFORM						
Receiving an IFR Clearance	PERFORM						
Transition from Takeoff to En Route	PERFORM						
Appropriate Use of Autopilot	PERFORM						
Radio Communication with ARTCC	PERFORM						
IFR Navigation On and Off airways	PERFORM						
Instrument Approach Set-up	PERFORM						
Precision and Non-Precision Approach	PERFORM						
Straight-in and Circle-to-land Approach	PERFORM						

Cirrus Private Instrument Course Strand 5 - Lesson 57 Dual Flight Lesson The Family Reunion	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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A57

Pre-flight Discussion

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Go/no-go Decision	MANAGE/DECIDE						

Before Takeoff

Acquiring Real-Time Weather Information	PERFORM						
Reading an Instrument Chart	PERFORM						
Selecting the Best Altitude Considering Terrain, Wind, and Hemispheric Rules	PERFORM						
Calculating Fuel Consumption (Gallons per Hour: GPH)	PERFORM						
Calculating the Time Duration of the Flight	PERFORM						
Calculating Fuel Required for the Flight	PERFORM						
Calculating IFR Fuel Reserves for the Flight	PERFORM						
Preparing and Filing an IFR Flight Plan Including Alternate Airport Selection	PERFORM						

During the Flight

Use of Checklists	PERFORM						
Receiving an IFR Clearance	PERFORM						
Transition from Takeoff to En Route	PERFORM						
Appropriate Use of Autopilot	PERFORM						
En Route IFR Navigation and Radio Communication	PERFORM						
Holding Pattern En Route	PERFORM						
Instrument Approach Set-up	PERFORM						
DME Arc	PERFORM						
Precision and/or Non-Precision Approach	PERFORM						
Straight-in and/or Circle-to-land Approach	PERFORM						

Cirrus Private Instrument Course Strand 5 - Lesson 58 Ground Lesson Private Pilot Knowledge Review	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
Ground Lesson Discussion							
Aircraft Certificates and Documents	PERFORM						
Required Aircraft Inspections	PERFORM						
Obtaining Weather Information	PERFORM						
Reading and Using weather products	PERFORM						
VFR Cross Country Planning	PERFORM						
Airplane Performance and Limitations	PERFORM						
Operation of Cirrus Airplane systems	PERFORM						
Minimum Equipment List	PERFORM						
Aeromedical Factors	PERFORM						
Pre-flight inspection	PERFORM						
Cockpit Management	PERFORM						
Engine Start and Safety Procedures	PERFORM						
Taxi and before Takeoff checks	PERFORM						
ATC Light Gun Signals	PERFORM						
Airport markings and lighting	PERFORM						
Normal and Crosswind Takeoff and climb	PERFORM						
Normal and Crosswind Approach and land	PERFORM						
Calculating Weight and Balance	PERFORM						
Max Performance Takeoff and Landings	PERFORM						
Go-around (Rejected Landing)	PERFORM						
Steep Turns	PERFORM						
Slow Flight and various stall demos	PERFORM						
Diversion and Lost Procedures	PERFORM						
Recovery from Unusual Attitudes	PERFORM						
Emergency Descent and Forced Landing	PERFORM						
System Malfunctions and Emergencies	PERFORM						
Radio Communication: All Airspace Types	PERFORM						
RADAR Services	PERFORM						
In-Flight Communication with FSS	PERFORM						
National Airspace System	PERFORM						
Air Traffic Control	PERFORM						
Night flight preparations	PERFORM						
Rules of Flight – Part 91	PERFORM						
Rules of Certification – Part 61	PERFORM						
Privileges of a Private Pilot	PERFORM						
Limitations on a Private Pilot	PERFORM						
Responsibilities of Pilot in Command	PERFORM						
Single-pilot Resource Management	PERFORM						
Personal Minimums	PERFORM						

Cirrus Private Instrument Course Strand 5 - Lesson 59 Dual Flight Lesson Private Pilot Skills Review With the PT's personal instructor	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Oral Exam

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Risk Management	MANAGE/DECIDE						
All Topics, Procedures and Maneuvers that are outlined in the most current edition of the: Private Pilot Practical Test Standard	PERFORM						

Flight Exam

All Topics, Procedures and Maneuvers that are Outlined in the Most Current Edition of the: Private Pilot Practical Test Standard	PERFORM						
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Post-flight Discussion

Student Overall Performance indecision making	MANAGE/DECIDE						
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A59

Cirrus Private Instrument Course Strand 5 - Lesson 60 Dual Flight Lesson Practical Test Review Flight With a Check Instructor	Desired Outcome	Describe	Explain	Practice	Perform	Manage/Decide	Not Observed
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Oral Exam

Discuss the Scenario, Objectives, and Completion Standards of the Lesson	MANAGE/DECIDE						
Pre-flight Planning and Preparation	MANAGE/DECIDE						
Airplane Weight and Balance Considerations	MANAGE/DECIDE						
Airplane Performance Considerations	MANAGE/DECIDE						
Single-pilot Resource Management (SRM) Personal Minimums and Risk Management	MANAGE/DECIDE						
All Topics, Procedures and Maneuvers that are Outlined in the Most Current Edition of the: Private Pilot Practical Test Standard	PERFORM						

Flight Exam

All Topics, Procedures and Maneuvers that are Outlined in the Most Current Edition of the Private Pilot Practical Test Standard	PERFORM						
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Post-flight Discussion

Student's Overall Performance in Decision Making	MANAGE/DECIDE						
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A60

Cirrus Private Instrument Course Strand 5 - Lesson 61 Ground Lesson IFR Knowledge Review	Desired Outcome						
		Describe	Explain	Practice	Perform	Manage/Decide	Not Observed

Ground Lesson Discussion

Obtaining IFR Weather Information	PERFORM						
Reading and Using Weather Products	PERFORM						
IFR Cross Country Planning	PERFORM						
Alternate Airport selection	PERFORM						
Operation of Cirrus Airplane IFR Systems	PERFORM						
Aircraft Flight Instruments	PERFORM						
Aeromedical Factors Pertaining to IFR	PERFORM						
Instrument Cockpit Checks	PERFORM						
IFR Flight Plan	PERFORM						
IFR Clearance	PERFORM						
ATC Instructions: Departure (SID), En Route, Holding, and Arrival (STAR)	PERFORM						
Holding Procedures	PERFORM						
Basic Attitude Instrument Flying	PERFORM						
Proper Use of the Autopilot	PERFORM						
Intercepting and Tracking Radials	PERFORM						
Instrument En Route Charts	PERFORM						
Instrument Approach Charts	PERFORM						
Non-Precision Approach: GPS, VOR, VOR/DME, NDB, LOC, SDF, LDA, ASR	PERFORM						
Precision Approach: ILS	PERFORM						
Diversion to an Unplanned Airport	PERFORM						
Diversion to an Unplanned Approach	PERFORM						
Recovery from Unusual Attitudes	PERFORM						
Straight-in Landing at the End of Approach	PERFORM						
Circle-to-land at the end of an Approach	PERFORM						
IFR Radio Communication Requirements	PERFORM						
RADAR Services	PERFORM						
Missed Approach Including Holding	PERFORM						
Missed Approach during Circle-to-land	PERFORM						
Loss of Radio Communication in IFR	PERFORM						
Loss of Navigation Capability in IFR	PERFORM						
Partial Loss of Panel Instrumentation	PERFORM						
Electrical system Malfunctions	PERFORM						
Privileges of an IFR Rated Private Pilot	PERFORM						
Personal IFR Minimums	PERFORM						
Recent Experience to Operate IFR	PERFORM						
Responsibilities of Pilot in Command	PERFORM						
Single-pilot Resource Management	PERFORM						

A61

<p>Cirrus Private Instrument Course Strand 5 - Lesson 62 Dual Flight Lesson Final Flight Test Review Note: This lesson could be flown twice— once with the student’s assigned instructor and a second with a Check Instructor</p>	<p>Desired Outcome</p>	<p>Describe</p>	<p>Explain</p>	<p>Practice</p>	<p>Perform</p>	<p>Manage/Decide</p>	<p>Not Observed</p>
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Oral Exam

<p>Discuss the Scenario, Objectives, and Completion Standards of the Lesson</p>	<p>MANAGE/DECIDE</p>						
<p>Pre-flight Planning and Preparation</p>	<p>MANAGE/DECIDE</p>						
<p>Airplane Weight and Balance Considerations</p>	<p>MANAGE/DECIDE</p>						
<p>Airplane Performance Considerations</p>	<p>MANAGE/DECIDE</p>						
<p>Single-pilot Resource Management (SRM) Personal Minimums and Risk Management</p>	<p>MANAGE/DECIDE</p>						
<p>All Topics, Procedures and Maneuvers that are Outlined in the Most Current Edition of the: Instrument Rating- Airplane Practical Test Standard</p>	<p>PERFORM</p>						

Flight Exam

<p>All Topics, Procedures and Maneuvers that are outlined in the most current edition of the:</p>	<p>PERFORM</p>						
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Post-flight Discussion

<p>Student’s Overall Performance in Decision Making</p>	<p>MANAGE/DECIDE</p>						
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A62

Access to Flight

INTEGRATED PRIVATE AND INSTRUMENT SYLLABUS

STRAND 1	STRAND 2	STRAND 3	STRAND 4	STRAND 5
Lesson 1 GROUND LESSON	Lesson 19 SOLO FLIGHT LESSON	Lesson 30 GROUND LESSON	Lesson 36 GROUND LESSON	Lesson 45 GROUND LESSON
Lesson 2 DUAL FLIGHT LESSON	Lesson 20 GROUND LESSON	Lesson 31 DUAL FLIGHT LESSON	Lesson 37 DUAL FLIGHT LESSON	Lesson 46 DUAL FLIGHT LESSON
Lesson 3 DUAL FLIGHT LESSON	Lesson 21 DUAL FLIGHT LESSON	Lesson 32 SOLO FLIGHT LESSON	Lesson 38 DUAL FLIGHT LESSON	Lesson 47 DUAL FLIGHT LESSON
Lesson 4 DUAL FLIGHT LESSON	Lesson 22 GROUND LESSON	Lesson 33 SOLO FLIGHT LESSON	Lesson 39 SOLO FLIGHT LESSON	Lesson 48 DUAL FLIGHT LESSON
Lesson 5 GROUND LESSON	Lesson 23 DUAL FLIGHT LESSON	Lesson 34 SOLO FLIGHT LESSON	Lesson 40 DUAL FLIGHT LESSON	Lesson 49 SOLO FLIGHT LESSON
Lesson 6 DUAL FLIGHT LESSON	Lesson 24 SOLO FLIGHT LESSON	Lesson 35 SOLO FLIGHT LESSON	Lesson 41 SOLO FLIGHT LESSON	Lesson 50 DUAL FLIGHT LESSON
Lesson 7 DUAL FLIGHT LESSON	Lesson 25 SOLO FLIGHT LESSON		Lesson 42 DUAL FLIGHT LESSON	Lesson 51 SOLO FLIGHT LESSON
Lesson 8 DUAL FLIGHT LESSON	Lesson 26 GROUND LESSON		Lesson 43 DUAL FLIGHT LESSON	Lesson 52 DUAL FLIGHT LESSON
Lesson 9 DUAL FLIGHT LESSON	Lesson 27 DUAL FLIGHT LESSON		Lesson 44 DUAL FLIGHT LESSON	Lesson 53 DUAL FLIGHT LESSON
Lesson 10 DUAL FLIGHT LESSON	Lesson 28 DUAL FLIGHT LESSON			Lesson 54 DUAL FLIGHT LESSON
Lesson 11 DUAL FLIGHT LESSON	Lesson 29 DUAL FLIGHT LESSON			Lesson 55 DUAL FLIGHT LESSON
Lesson 12 DUAL FLIGHT LESSON				Lesson 56 DUAL FLIGHT LESSON
Lesson 13 DUAL FLIGHT LESSON				Lesson 57 DUAL FLIGHT LESSON
Lesson 14 DUAL FLIGHT LESSON				Lesson 58 GROUND LESSON
Lesson 15 DUAL FLIGHT LESSON				Lesson 59 DUAL FLIGHT LESSON
Lesson 16 DUAL FLIGHT LESSON				Lesson 60 DUAL FLIGHT LESSON
Lesson 17 DUAL/SOLO FLIGHT LESSON				Lesson 61 GROUND LESSON
Lesson 18 DUAL FLIGHT LESSON				Lesson 62 DUAL FLIGHT LESSON

This integrated Private Pilot and Instrument Rating syllabus provides a vast amount of flexibility in the progression of lessons. While it is recommended to complete the lessons in order as much as possible, students and instructors can shuffle appropriate lessons within each strand depending on the current weather conditions. This flexibility will help to prevent lessons from being cancelled and allow pilots to progress through the course on a regular schedule while minimizing interruptions.

