Course Title:  Certified Personal Trainer Preparation  
Department:  Physical Education  
Prerequisites:  Physical Education, Weight Training I, Anatomy and Physiology I or Sports Medicine I  
Length of Course:  One Year  
Credit/PRI Area:  .50 per Sem/Elective  
Grade Level(s):  11 - 12

Important Notes:

COURSE DESCRIPTION:
Personal Trainer Preparation focuses on the proper scientific approaches to personal training and the terminology used by the National Academy of Sport Medicine. The student acquires the scientific education, teaching tools and practical rehearsal experience necessary to perform assessments, create individualized programs, and train clients one-on-one. The course is designed to prepare the student to take the National Academy of Sport Medicine Certified Personal Trainer (NASM CPT) exam. Literacy strategies are interpreted throughout the curriculum.

References in parentheses following each performance standard refer to and are aligned with the New Mexico Career Readiness Standards (CR), New Mexico Physical Education Standards (PE), New Mexico Health Standards (He), and APS Language Arts Standards (LA).
STRATEGIES:
The “Illustrations” column in the Program of Studies provides exemplars of the performance standards, strategies, and best practices suggested by physical education teachers in the Albuquerque Public Schools (APS).

ASSESSMENTS:
Assessments may include: authentic and performance-based assessment, cooperative learning, teacher observations, checklists, tests and exams, formal and informal writing, small group and full class discussions, oral and multimedia presentations, projects, demonstrations, and portfolios. Assessments are based on appropriate rubrics.

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

SUGGESTED TITLES/AUTHORS WEB SITES:
- www.nasm.org - The National Academy of Sports Medicine (NASM)
- www.nsca-lift.org - The National Strength and Conditioning Association (NSCA)
- http://www.nfhs.org - National Federation of State High School Associations (NFHS)
- www.nata.org - National Athletic Trainers’ Association (NATA)

Approved by HSCA: December 12, 2004
**STRAND I: MOVEMENT PRINCIPLES AND FORMS**

**CONTENT STANDARD:** The student demonstrates an understanding of scientific principles to learn and improve skills and to gain proficiency in movement forms.

**BENCHMARK:** The student applies scientific principles to exercise program development to proficiency in correct forms and modifications in strength training exercises.

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<td>11 - 12</td>
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<td>NOTE: Illustrations include suggested activities for attaining each performance standard. A check (✓) refers to a key feature to look for while assessing student performance.</td>
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1. Applies scientific principles to improve performance in their clients fitness programs (PE-2A).

2. Recognizes the existence of physiological principles related to exercise and training (e.g., warm-up/cool down, overload, frequency, intensity, specificity, progression) (PE-2A).

3. Recognizes the existence of biomechanical principles related to exercise and training (e.g., force, leverage, type of contract) (PE-2A).

4. Identifies the skill-related components of physical fitness (e.g., agility, balance, coordination, power, reaction time, speed) (PE-2A; 7A).

5. Describes an appropriate conditioning technique for a selected activity (PE-2A, 4A, 7A).

6. Demonstrates proper strength training exercise and sequence (PE-3A, 4A, 7A).

7. Gives evidence of the ability to be competent in strength training movement forms and exercises (PE-3A, 4A, 7A).

8. Describes principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance (PE-2A, 7A).

1 – 8. The student listens to lectures, takes notes, discusses the material, and completes self practice activities related to:

- exercise analysis (energy source, caloric expenditure etc.)
- exercise progression
- exercise cycling (per iodization)
- frequency of exercise
- intensity of exercise
- duration of exercise
- rest and recovery between exercise sessions
- ✓ active participation in all activities
- ✓ understanding of physical fitness principles
- ✓ application of knowledge in reinforcement activities

1 – 8. The student applies scientific principles in the implementation of personal fitness programs that he/she designs, modifies, and maintains.

- ✓ overload principle
- ✓ Specific Adaptations To Imposed Demands (SAID) principle
- ✓ daily adjustable progressive resistive exercise (DAPRE) principle
- ✓ proper progression in exercise development
- ✓ safety practices

1 – 8. The student demonstrates exercises in proper sequences with emphasis on correct form and safety.

- ✓ effective demonstration
- ✓ proper progression in exercise development
- ✓ safety practices
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|              | 1 – 8. The student follows task cards that provide scenarios with either correct or incorrect fitness activities. The student demonstrates the activity, discusses its validity or lack thereof, and explains why. An alternative activity is the student viewer provides feedback after the demonstration, applying the knowledge acquired about fitness movements and/or principles.  
  ✓ participation in demonstration or feedback  
  ✓ application of correct fitness principles  
  ✓ analysis of task  |
|              | 1 – 8. After viewing a demonstration of the proper strength training exercise, the student follows and performs the exercise correctly.  
  ✓ effective demonstration  
  ✓ form and movement  
  ✓ safety and spotting technique  
  ✓ proper progression in teaching movement  |
|              | 1 – 8. The student, working with a partner or group, takes turns evaluating each other’s correct exercise technique, and sequencing, and makes suggestions and/or recommendations for improvement.  
  ✓ positive feedback  
  ✓ skill level  
  ✓ recommended modifications  
  ✓ team work  
  ✓ peer interactions  
  ✓ self analysis  |
|              | 1 – 8. The student describes and discusses principles of training and conditioning for specific physical activity for which he/she is involved.  
  ✓ correct identification of principle  
  ✓ understanding of the principle  
  ✓ use of proper discussion etiquette  |
### STRAND II: HEALTHY AND SAFE LIFESTYLE

**CONTENT STANDARD:** The student develops an understanding of health enhancing and safety practices associated with physical activity.

**BENCHMARK:** The student explains, demonstrates, and maintains health and safety practices to cover a balanced physically active life.

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| 1.            | Explains how over training may contribute to negative health problems (CR-4E; PE-5A, B; He-1A, C, 3A, B, E). | 1 – 7. The student listens to lectures, take notes, discusses the material, and completes self practice activities related to:  
  - diet analysis  
  - exercise progression  
  - exercise technique (safety, maximize development)  
  - frequency of exercise  
  - intensity of exercise  
  - duration of exercise  
  - rest and recovery between exercise session  
  - nutritional needs following exercise  
  ✓ active participation in all activities  
  ✓ understanding of physical fitness principles  
  ✓ application of knowledge in reinforcement activities |
| 2.            | Explains myths associated with physical activity and nutritional practices (CR-4E; PE-4B; He-1C, 3A, D). | 1 – 3, 6, 7. The student discusses a current fitness program for the student to implement that includes a description of the workout sessions, facilities and equipment to be used, and a nutritional program to follow. He/She also justifies the plan citing scientific research and/or principles. After a specific period of time the student reports back on the success with the program.  
  ✓ completion of all elements of the plan  
  ✓ reflection of self assessment  
  ✓ demonstration of understanding of each component |
|               | 2 – 3. The student reads or role plays a variety of scenarios of athletic activities and in a discussion determines the safety rules and procedures followed in each.  
  ✓ correct application of rules and procedures  
  ✓ understanding of rules and procedures  
  ✓ use of proper discussion etiquette |
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<td>3.</td>
<td>Develops and monitors proper eating another health habits to ensure a healthy lifestyle for self and others (CR-4E; PE-3A, B, 4B; He-3A).</td>
<td>3, 4, 5. In order to analyze his/her diet, the student keeps a record for a set period of time of everything he/she eats. The record includes the type of food eaten as well as the quantity. At the end of each day, the nutrient value (e.g., calories, fat, protein, cholesterol, minerals) for the food eaten is determined using appropriate nutritive value charts. The student averages the days computed for each nutrient and these values are compared to the Recommended Dietary Allowances (RDA). The student then prepares a written self-assessment of his/her diet. ✓ completion of all task components ✓ thoughtful self analysis of diet ✓ making connections about diet, health and exercise</td>
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<td>4.</td>
<td>Establishes the relationship between fluid balance, physical activity and environmental conditions (e.g., loss of water and salt during exercise) (CR-4E; PE-3A).</td>
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<td>5.</td>
<td>Explains the effects of substance abuse on personal health and performance in physical activity (e.g., side effects of steroid use) (CR-4E; PE-3A, 3C).</td>
<td>3, 6. The student studies the United States Department of Agriculture’s Food Guide Pyramid (<a href="http://www.nal.usda.gov/fnic/Fpry/pyramid.html">http://www.nal.usda.gov/fnic/Fpry/pyramid.html</a> or <a href="http://www.mypryamid.gov">http://www.mypryamid.gov</a>) to learn how many servings of the six different food groups should be eaten daily to get the essential body nutrients. For a designated period, the student records everything he/she eats during that time and then calculates the servings eaten in each food group. He/She writes a summary explaining his/her eating habits and suggests a plan if modification is needed. ✓ diet log ✓ suggested adjustments ✓ analysis of diet ✓ effective communication</td>
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<td>6.</td>
<td>Demonstrates the ability to assess the needs of people seeking to achieve and maintain personal health (PE-3A, B; He-3B, D).</td>
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<td>7.</td>
<td>Applies safety, injury prevention, and care of equipment methods (CR-4E; PE-3D, 5A, B; He-3D).</td>
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**STRAND III: PHYSICALLY ACTIVE LIFESTYLE**

**CONTENT STANDARD:** The student exhibits knowledge and ability to participate in a physically active lifestyle.

**BENCHMARKS:**
A. The student participates in physical activities which contribute to the attainment of personal goals and the maintenance of wellness.
B. The student designs personal fitness programs that encompass all health-related physical fitness components.

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| 1. Explains how activity participation patterns change throughout life and identifies strategies to deal with those changes (PE-3C). | 1 – 7. The student develops, monitors, and maintains individual personal exercise programs for individuals or self keeping in mind each person’s different physical and mental requirements, ethnic backgrounds, gender, and age. | ✓ recommended safety modifications  
✓ progressions  
✓ accurate and thorough records on each individual  
✓ individualized exercise plan  
✓ application of fitness principles |
| Uses scientific knowledge to analyze personal characteristics that relate to participation in physical activities (PE-3D). | 2. The student records in a journal examples of his/her behavior in which good and/or poor fitness is manifested. The student suggests ways to improve after each indication of poor fitness forms and recognizes with a check mark examples of successful displays of fitness. | ✓ accurate records of positive and/or negative examples of sportsmanship  
✓ suggestions for improved behavior |
| Participates in a program of exercise and drills in support of basic fundamentals of the fitness program (PE-1A, 3A, C, 7A). | 3. Sets and monitors progress of personal short-and long-range goals that support strategies for fitness improvement (CR-2A, 4C, 5A; PE-3C; He-6D-F). | ✓ understanding of individual talents and limitations  
✓ accuracy of self evaluation  
✓ development and use of evaluation tool |
| Consistently performs skills at the appropriate level of fitness competency (PE-1A). | 4. At the beginning of the skill instruction, the student analyzes his/her potential for success and sets goals for personal achievement. At the end of the instruction, the student prepares an evaluation of his/her progress towards personal goals and cites influences on the achievement to date. | ✓ understanding of individual talents and limitations  
✓ accuracy of self evaluation  
✓ development and use of evaluation tool |
<p>| Recognizes and anticipates potentially dangerous consequences in selected workouts (CR-4 E; PE-5A, B). | | |</p>
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| 7.            | Recognizes the importance of participation in physical activity on a regular basis (PE-4A). | 7. The student interviews an experienced participant to determine what exercise he/she does, how long he/she has done it, why he/she does it, what motivates him/her to continue, and how he/she started. The student writes a brief paper explaining his/her findings and what impact it has on him/her personally and presents it to the class.  
✓ list of appropriate questions  
✓ analysis of interview responses  
✓ correct use of writing and speaking conventions |
STRAND V: SOCIAL INTERACTION  
CONTENT STANDARD: The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

BENCHMARK: The student identifies, demonstrates, practices, and models personal social interaction in physical activity settings.

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| 11 - 12 | 1. Examines a variety of factors (e.g., age, gender, race, ethnicity, socioeconomic standing, and culture) upon physical activity choices and participation (PE-6A; He-4A).                                                                                                                                                                                                                                                                                                                                                                           | 1 – 6. The student develops personal training plans for individuals from a variety of backgrounds and situations (e.g., gender, age, health issues). (The student must demonstrate the ability to perform the exercises in the program as well as the safety, spotting techniques, exercise progressions, potential modifications he/she might employ as a personal trainer in the field). He/She takes the individual program for peer evaluation for safety factors, effectiveness, and completeness.  
  ✓ identification of individual background  
  ✓ development of needs assessment  
  ✓ understanding of individual needs (needs assessment)  
  ✓ written feedback from evaluators  
  ✓ analysis and response of evaluator feedback |
|        | 2. Develops strategies for including persons of diverse backgrounds and abilities in physical activity (PE-6B; He-4A).                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|        | 3. Examines and uses skills to provide constructive criticism (CR-4A, B; He-5D, 7A, C, D).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|        | 4. Accepts successes and performances limitations of self and others (CR-4A, B; PE-3C; He-7D).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|        | 5. Interacts effectively and participates productively with people from various cultural, ethnic, and racial backgrounds (CR-2B, 4A, B, 5C; PE-6B; He-4A).                                                                                                                                                                                                                                                                                                                                                                          | 1 – 6. The student works with a group to practice exercises and progressions, safety spotting techniques and makes suggestions for improvement in each other’s exercise programs.  
  ✓ knowledge and application of safety procedures  
  ✓ knowledge and application of movement forms and principles  
  ✓ understanding of individuals strengths and weaknesses |
|        | 7. Evaluates the trends in media that influence the perception of the ideal body types, ideal weight, health (PE-6C).                                                                                                                                                                                                                                                                                                                                                                                                  | 7. The student responds to a variety of print and nonprint physical appearances and determines the message each gives and the reality of achievement of each.  
  ✓ use of a variety of sources  
  ✓ analysis of message  
  ✓ accuracy of perception |
**STRAND VI: COMMUNICATION**

**CONTENT STANDARD:** The student recognizes the importance of oral and written communication skills essential for interacting effectively in a variety of situations.

**BENCHMARK:** The student demonstrates communication skills critical for acquiring and transmitting information.

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<td>1. Integrates and demonstrates proficiency in reading, writing, speaking, listening, and other means of communication (LA11 and 12 – I, II, III, IV).</td>
<td>The following examples illustrate the instances where the student demonstrates proficiency of the performance standards in this strand; however, he/she meets them in almost every strand and has multiple opportunities throughout the year to do so in a variety of other ways.</td>
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<td>2. Applies appropriate communication techniques to achieve goals (LA11 and 12 – III, IV, VI; CR-2A, 4C).</td>
<td>1. The students reads, summarizes, and responds to articles from various health magazines regarding trends or new scientific revelations in the personal trainer industry or new scientific revelations. He/She uses the journalistic model of who, what when, where, how and why. After each summary the student provides a thoughtful opinion about the content of the article. ✓ determination of fact vs. fad ✓ adequate and complete summary ✓ opinion ✓ source citations ✓ writing conventions</td>
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<td>3. Conveys ideas, information and questions clearly, accurately, and in an organized fashion in speaking and writing (LA11 and 12 – III, IV).</td>
<td>1 – 3. The student keeps a journal reporting weekly participation in a personal workout plan for a specific period of time writing a summary of the experience, including (a) conditions that most commonly limited his/her participation and (b) suggestions of realistic changes that could be made in their lifestyle to attain a level of participation that would be health-enhancing and help him/her achieve personal activity goals. ✓ completion of log and its required components ✓ fluency of writing ✓ correct use of writing conventions</td>
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| 11 - 12 | 4. Identifies, accesses, evaluates, and utilizes information in a variety of ways including the use of technology and other media (LA11 and 12 – IV, VI). | 1 – 3. The student writes a brief summation about the activity in which he/she chooses to participate. He/She describes the activity, the equipment, the cost of participation, the risks and the rewards.  
✓ inclusion of all required summation components  
✓ accurate description  

1 – 4. The student listens to lectures, takes notes, and completes reinforcement activities related to safety factors in the personal training, exercise and wellness field.  
✓ active participation in all activities  
✓ understanding of physical fitness concepts  
✓ application of knowledge in reinforcement activities  

4. The student prepares a report that describes confrontation involving the client and trainer he/she has observed, experienced or read about. He/She describes possible factors that led to the conflict and its resolution and suggests ways in which the confrontation could have been avoided. The student presents his/her report to a small group.  
✓ completion of task  
✓ neutrality of observation  
✓ workable suggestions for conflict avoidance  
✓ use of speaking and listening conventions  
✓ source citations and quotes where necessary |