



Regional Occupational Program

Personal Fitness Trainer 2026-2027

Personal Fitness Trainers are responsible for applying fundamental exercise science and fitness program design principles to support the health and fitness goals of clients and fitness enthusiasts in public or private settings. Personal trainers implement and promote safe and effective exercise programming through appropriate client screening, consultation, and evaluation. Personal trainers motivate and educate clients and fitness enthusiasts to improve fitness levels and support overall health and well-being. The information covered in this course will help students learn how to facilitate rapport, adherence, self-efficacy, and behavior change in clients, as well as design programs that help clients improve posture, movement, flexibility, balance, core function, cardiorespiratory fitness, muscular endurance, and strength. This course provides students with foundational knowledge and skills aligned with personal fitness training and the fitness industry. The curriculum is designed to help prepare students for postsecondary opportunities and future national personal training certification pathways, such as those offered by the National Academy of Sports Medicine (NASM), American Council on Exercise (ACE), or International Sports Sciences Association (ISSA), where eligibility requirements may include age, education, CPR/AED certification, and other provider-specific requirements. Students will also explore related postsecondary pathways, including professional fitness training, exercise science, kinesiology, and other fitness or health-related programs at colleges and universities.

Course Information

Course Length: 1 Year
 Prerequisite: None
 Course Level: Capstone
 UC: No
 Articulated: No
 Industry Cert.: No
 Industry Sector: Health Science and Medical Technology
 Pathway: Patient Care
 CALPADS: 7922

O*Net SOC Codes

39-9031 Exercise Trainers and Group Fitness Instructors
 29-9091 Athletic Trainers
 11-9179.01 Fitness and Wellness Coordinators

Legend

CTE - PS CTE Pathway Standards
 CRP Career Ready Practices
 CTE - AS CTE Anchor Standards
 CCSS Common Core State Standards
 ISTE International Society for Technology in Education

*Includes updates from 25/26 Health Science and Medical Technology Advisory
[Advisory Minutes](#)*

Personal Fitness Trainer

Course Orientation

- a. Discuss objectives for this course, including competencies, teacher expectations, classroom policies, and procedures.
- b. Identify and discuss the acquisition of transferable skills (communication, collaboration, creativity, and critical thinking) and their importance to being college and career ready and for future personal and professional success.
- c. Review objectives, competencies, and course syllabus.
- d. Discuss student and teacher expectations, including behavior, class rules, appropriate dress, pre-course knowledge, and grading policies, including enrollment and attendance requirements and procedures, and classroom/school safety and disaster procedures.
- e. Discuss next steps in course sequence related to the career pathway, the need for reinforcement of basic skills, transferrable skills, and postsecondary and career options.
- f. Discuss the Big Six: Career Ready Essentials and the Standards for Career Ready Practice as they relate to this course, all aspects of the industry sector, and being college and career ready.

Big Six: Career Ready Essentials

1. Effective Communication	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> a. Demonstrate effective verbal communication and conflict resolution skills. b. Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience. c. Explain the effect of interpersonal skills on one's ability to communicate effectively and develop relationships. d. Describe the impact of ineffective communication on business relationships. e. Analyze the impact of vocabulary, body language, and tone on verbal communication. f. Demonstrate active listening skills. g. Accurately interpret industry-specific written communication. h. Model responsible and effective use of various communication technologies. i. Identify valid and reliable digital reference and resource materials. j. Gather information from multiple digital sources to compare and contrast, synthesize, and summarize. k. Identify and use appropriate communication and collaboration technologies. l. Utilize technology to problem solve, accomplish tasks, and to produce or publish products. 		1 2 11	2 3 4 5 7 8 9 10 11	LS 9-10 11-12.6 SLS 11-12.2 9-10 11-12.1 11-12.1d WS 11-12.7 11-12.6	1b,c 2c 3b,c 5c 6b,c,d
2. Collaboration, Creativity, and Critical Thinking	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> a. Demonstrate critical thinking skills for a variety of purposes and in different settings. b. Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning. c. Discuss the importance of the critical thinking process to real-world applications. d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications. 		2 4 5 7 9 10	2 3 4 5 7 8	LS 9-10 11-12.6 SLS 9-10	1c 3c,d 4a-d 5c,d 6c 7b,c,d

<ul style="list-style-type: none"> e. Compile work that demonstrates the process used to (elaborate, refine, analyze) evaluate original ideas and maximize creative efforts. f. Apply divergent and convergent thinking to the development of an original idea or solution. g. Examine real-world limits to adopting ideas. h. Demonstrate creative thinking (preparation, insight, evaluation, elaboration, and communication) to create a new idea or concept. i. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member. j. Evaluate evidence, arguments, claims, and beliefs to identify connections. k. Identify bias, prejudice, propaganda, self-deception, distortion, and misinformation. l. Produce intellectual, informational, or material products that serve an authentic purpose. m. Work effectively and respectfully with those from diverse backgrounds or cultures. n. Demonstrate respect, trust, commitment, and the ability to compromise in collaborative projects. 		<u>11</u>	<u>9</u> <u>11</u>	<u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	
<p>3. Leaders and Teams: Roles and Responsibilities</p>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Determine the individual and team members' roles and responsibilities. b. Demonstrate leadership skills and qualities (i.e., reliability, negotiation skills, initiative, positive reinforcement, recognition of others' efforts, problem-solving skills, conflict resolution, and delegation). c. Explain the importance of technical, social, and communication skills to team success. d. Compare and contrast leadership styles and their effectiveness in various situations. e. Organize and delegate responsibilities in a team setting to encourage ideas, perspectives, and contributions from all team members. f. Develop a strong sense of team identity by brainstorming solutions, volunteering, assisting others, practicing respect and courtesy, and taking initiative. g. Examine situations in which a follower becomes the leader. h. Describe twenty-first-century skills required across all occupations. i. Identify and discuss the characteristics of a successful team (i.e., leadership, cooperation, and effective decision-making). j. Leverage social and cultural differences to increase innovation and quality of work. 		<u>7</u> <u>8</u> <u>9</u>	<u>3</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>WS</u> <u>11-12.6</u>	<u>7a,c</u>
<p>4. Legal, Ethical, and Environmental Considerations</p>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate industry specific ethical and legal practices. b. Identify eco-friendly industry specific practices and resources. c. Identify local, state, and federal regulatory agencies, entities, laws, and regulations. d. Identify discrimination based on race, nationality, religion, gender, age, disability, or sexual orientation. 		<u>5</u> <u>7</u> <u>8</u> <u>12</u>	<u>3</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u>	<u>WS</u> <u>11-12.6</u> <u>11-12.7</u> <u>SLS</u>	<u>2a,b</u> <u>3a,b</u> <u>5c</u> <u>6c</u>

<ul style="list-style-type: none"> e. Summarize the ethical and legal implications of workplace discrimination and harassment. f. Explain the concept of corporate citizenship. g. Examine an employer's role in protecting the health and welfare of employees, the community, and the environment. h. Analyze current environmental laws and regulations and their impact on industry. i. Compare and contrast both society's and industry's impact on the environment. 			<u>11</u>	<u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u>	
5. Personal Growth and Career Planning	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate continued personal development and growth. b. Develop and manage a personal growth and career plan. c. Explain the relationship between sound financial habits and financial security. d. Create and manage a personal financial plan. e. Demonstrate initiative in achieving personal and professional goals. f. Apply time management strategies to meet deadlines. g. Demonstrate a growth mindset through flexibility and a positive attitude. h. Select and demonstrate appropriate job-search and retention techniques. i. Demonstrate strategies to prepare for employment. j. Demonstrate interpersonal skills appropriate for the workplace. k. Elaborate on the importance of perseverance to personal and professional success. l. Discover personal career interests, aptitudes, and skills. 		<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>6</u>	<u>2</u> <u>3</u> <u>4</u> <u>7</u> <u>8</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u> <u>WS</u> <u>11-12.6</u>	<u>1a</u> <u>3a,c</u> <u>4d</u> <u>6a,d</u> <u>7b</u>
6. Workplace Safety and Personal Wellness	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate proper industry specific safe work practices to prevent injury or illness. b. Assess the potential impact of goal setting on personal and professional success. c. Describe the role of security and emergency procedures in workplace safety. d. Describe the effect of preventative measures on emergencies in the workplace. e. Identify and describe the causes, prevention, and treatment of common accidents. f. Identify local, state, and federal agencies that regulate workplace safety. g. Explain the role of the California Occupational Safety and Health Administration (Cal-OSHA) and the Environmental Protection Agency (EPA). h. Discuss the basics of system operations. i. Demonstrate the proper use of personal protective equipment (PPE). j. Explain the purpose of and accurately interpret a Safety Data Sheet (SDS). k. Identify hazardous materials and chemicals. l. Demonstrate proper procedures to respond to work-related accidents and injuries. m. Describe how ergonomics, housekeeping, and maintenance are related to accidents and injuries. n. Demonstrate cyber ethics, cyber safety, and cybersecurity. 		<u>2</u> <u>5</u> <u>6</u> <u>8</u> <u>12</u>	<u>2</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>	<u>1a,d</u> <u>2a,d</u> <u>5b</u>

o. Assess the potential impact of preventative physical and mental health measures on workplace safety.					
Personal Fitness Trainer Units of Instruction					
7. Introduction to the Fitness Profession	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Demonstrate understanding of the scope of practice and related skills for fitness professionals.</p> <p>b. Identify the context and scope of fitness training on improving health and quality of life for individuals and communities.</p> <p>c. Discuss the relevance of the National Academy of Sports Medicine for the fitness professional.</p> <p>d. Compare and contrast various health and fitness careers.</p> <p>e. Identify educational and experiential requirements for personal trainer credentialing and/or career in fitness.</p> <p>f. Establish, create, and implement a professional career path as well as personal goals for potential clients.</p>	B12.1	<u>1</u> <u>2</u> <u>3</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>3</u> <u>5</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>11-12.2</u> <u>WS</u> <u>11-12.7</u>	
8. Functional Biomechanics	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Demonstrate understanding of the basic structure and function of biomechanics.</p> <p>b. Discuss the principles of body mechanics as they apply to fitness and personal training.</p> <p>c. Explain planes and axes of motion in biomechanics and the role they play in the development of a personal training program.</p> <p>d. Define and use appropriate biomechanics terminology to explain functional muscle anatomy.</p> <p>e. Describe anatomic locations and joint actions in relation to spatial orientation in the application of basic biomechanics principles.</p> <p>f. Explain the function of the muscle action spectrum.</p> <p>g. Explain the influence of dysfunctional muscles on the function of the kinetic chain.</p>	B2.0 B5.0 B8.0	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.7</u> <u>RSTS</u> <u>9-10</u> <u>11-12.4</u>	
9. Human Movement System/Kinetic Chain Systems	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Identify the three systems of the kinetic chain relevant to personal training.</p> <p>b. Demonstrate ability to apply basic human movement concepts to determine the development of kinetic chain dysfunction on client performance.</p> <p>c. Explain the roles and interactions of the nervous, muscular, and skeletal systems in human movement.</p> <p>d. Define and use appropriate terminology to explain key components of the three systems of the kinetic chain.</p>	B3.0 B3.2	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.7</u> <u>RSTS</u>	

<ul style="list-style-type: none"> e. Identify the importance of understanding kinetic chain interactions in developing effective fitness programs that support clients' goals. f. Identify major areas of kinetic chain dysfunction common among clients. g. List the five kinetic chain checkpoints. h. Analyze influences on kinetic chain dysfunction and explain their importance to optimal movement and client performance. i. Discuss other systems related to human movement and their relevance in fitness training. 				9-10 11-12.4	
10. Fitness-Based Nutrition	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate foundational knowledge in nutrition as a fitness professional to better inform discussions with clients and to benefit one's own health and well-being. b. Identify the structure and function of key macronutrients and explain foundational supplementation concepts relevant to the fitness industry. c. Identify current knowledge on nutrition research and guidelines within the scope of the fitness industry. d. Explain macronutrient intake, sources, and function for potential clients. e. Understand and address public and client misinterpretations of nutritional guidelines and recommendations. f. Describe the role macronutrients play in everyday satiation and performance. g. Describe the role of water in the function of the body. h. Apply scientific laws to explain basic weight loss and weight gain. i. Discuss the role of metabolism in the creation of usable forms of body energy. j. Understand components of food labels and follow government nutrition guidelines. k. Discuss dietary supplementation related to athletic performance or exercise. 	B12.4	1 2 5 6 11	1 2 5 6 11	LS 9-10 11-12.6 WS 11-12.7 RSTS 9-10 11-12.4	
11. Integrated Training	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate knowledge of the primary principles of integrated training that ensure successful program design for fitness clients to achieve their goals in a safe and effective manner. b. Demonstrate understanding of how to use the Optimum Performance Training (OPT) model to design and implement an individualized integrated training program for clients. c. Explain how the basic and applied sciences work together in an integrated approach. d. Discuss the principles of general adaptation syndrome, the principle of specificity, the principle of overload, and the principle of variation. e. Identify the scientific rationale and supporting evidence for integrated training. f. Explain the roles of flexibility and cardiorespiratory training in a client's total fitness program. 	B8.0 B9.0 B9.1	1 2 5 6 10 11	1 2 5 6 11	LS 9-10 11-12.6 WS 11-12.7 RSTS 9-10 11-12.4	

<p>g. Create and implement an integrated training program that incorporates components of core training, balance training, reactive training, speed, agility, and quickness (SAQ) drills, and resistance training.</p>					
<p>12. The Professional Fitness Environment</p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. Demonstrate knowledge of the major fitness facility types employing fitness professionals and how each may align with your career path as a fitness professional.</p> <p>b. Identify strategies used to obtain employment as a fitness professional at different fitness facility types.</p> <p>c. Identify key characteristics of large-scale facilities, national chains, medium-sized fitness centers, small group training facilities, boutique, and high-end facilities that best fit employment based on professional fitness goals.</p> <p>d. Discuss the differences in common clientele among fitness facility types and the role that may play in selecting a fitness facility aligned with your goals.</p> <p>e. Explore the organizational setting and departmental roles: fitness, sales, management, front desk operations, and maintenance at major fitness facility types.</p> <p>f. Compare and contrast the employment requirements of an independent fitness professional to those of working for a fitness facility.</p> <p>g. Complete sample applications for facilities, develop a fitness career targeted resume, and practice interviewing skills for employment aligned with professional fitness goals.</p>	<p>B12.0 B12.1</p>	<p>1 2 5 6 8 11</p>	<p>1 2 5 6 8 11</p>	<p>LS 9-10 11-12.6 WS 11-12.7 RSTS 9-10 11-12.4 SLS 11-12.1d</p>	
<p>13. Client Acquisition and Consultations</p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. Demonstrate knowledge of different prospecting strategies used to reach, acquire, retain, and grow clientele within the fitness industry as a fitness professional.</p> <p>b. Identify the percentage of time a fitness professional needs to allot for the sales process of marketing skills, selling services, and outreaching to prospective clientele.</p> <p>c. Understand the main sources of clients (point of sale, new business, and re-signs) and how to build a client book.</p> <p>d. Create a marketing plan that incorporates several prospecting strategies for each source of clientele.</p> <p>e. Discuss the importance of rapport building to establish trust and credibility as a fitness professional in acquiring, retaining, and growing business.</p> <p>f. Describe tools for transitioning a lead to a client, retaining a client, and generating referrals from clients to increase success as a fitness professional.</p> <p>g. Conduct subjective and objective client assessments and evaluate assessment results to implement appropriate fitness programs.</p> <p>h. Create and present a sales presentation, using one or more strategies to overcome common client objections such as lack of time, spousal pressure, or cost of training.</p>	<p>B4.0 B6.0 B6.2 B6.4 B12.2</p>	<p>1 2 5 6 7 8 10 11</p>	<p>1 2 5 6 7 8 11</p>	<p>LS 9-10 11-12.6 WS 11-12.7 RSTS 9-10 11-12.4 SLS 9-10 11-12.1 11-12.1d</p>	

14. Fitness Assessments	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Demonstrate knowledge and ability to perform fitness and health assessments, including postural, movement, cardiovascular, and performance assessments, to develop training programs for personal fitness and client needs.</p> <p>b. Describe the interplay between muscles and joints as they relate to imbalances in anatomy, physiology, and biomechanics.</p> <p>c. Explain ideal alignment of the musculoskeletal system for structural and functional efficiency.</p> <p>d. Conduct a pre-assessment client interview to identify potential structural issues to be addressed during a fitness assessment.</p> <p>e. Identify appropriate assessments for client fitness goals, needs, and abilities.</p> <p>f. Know how to conduct and interpret client-specific basic static and dynamic postural assessments.</p> <p>g. Identify the key elements to determining postural distortion patterns.</p> <p>h. Know how to conduct and interpret client specific movement assessments using squatting, pushing, pulling, and balancing.</p> <p>i. Translate and explain assessment results into a robust personal or client fitness plan that meets determined goals.</p> <p>j. Apply modifications to assessments and fitness program development based on specific populations, including individuals with existing injuries and individuals who are overweight or obese.</p>	<p>B4.0 B4.1 B4.2 B4.3 B6.0 B7.0</p>	<p>1 2 5 6 10 11</p>	<p>1 2 5 6 11</p>	<p>LS 9-10 11-12.6</p> <p>WS 11-12.7</p> <p>RSTS 9-10 11-12.4</p>	
15. Program Design	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Demonstrate understanding of the Optimum Performance Training (OPT) model for systematic and progressive fitness program design.</p> <p>b. Explain the role of the general adaptation syndrome in designing a fitness program and list the key rules to prevent overtraining.</p> <p>c. Explain the importance of systematic and progressive program design in creating a balanced, efficient, and effective fitness plan.</p> <p>d. Summarize the components and outcomes of each level of the OPT model: stabilization, strength, and power.</p> <p>e. Identify the role of proper progression and training variables in program design, including volume, tempo, load, intensity, rest periods, exercise selection, and exercise order.</p> <p>f. Apply undulating periodization to the OPT model.</p> <p>g. Complete an OPT model template that provides guidance and structure for both the fitness professional and the client, including recording and preserving critical fitness data, program details (when, where, how, and why), and assigned client homework.</p>	<p>B6.0 B6.1 B9.0</p>	<p>1 2 5 6 11</p>	<p>1 2 5 6 11</p>	<p>LS 9-10 11-12.6</p> <p>WS 11-12.7</p> <p>RSTS 9-10 11-12.4</p>	

<ul style="list-style-type: none"> h. Conduct a movement assessment that addresses cardio, flexibility, core, balance, reactive, and resistance training to determine client movement compensations and muscle imbalances when performing a fitness program. i. Apply movement assessment outcomes to session flow and structure to the various needs of clients. 					
16. Optimum Performance Training (OPT) Model: Stabilization	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate understanding of the goals and outcomes of the Stabilization Level of the OPT model. b. Demonstrate ability to implement the Stabilization Level of the OPT model. c. Describe the adaptations of OPT Phase 1: Stabilization Endurance in a manner that aligns with personal fitness and client fitness goals. d. Explain how the stabilization goals of increased stability, increased muscular endurance, increase control in planes of motion, and increased coordination of movement are achieved. e. Discuss the use of stabilization acute variables on various client types. f. Know how to implement appropriate cardio protocols for the Stabilization Level. g. Know how to implement appropriate movement prep protocols for the Stabilization Level. h. Know how to implement appropriate resistance training protocols for the Stabilization Level. i. Identify common mistakes made in the Stabilization Level of the OPT model and apply corrective strategies. 	B2.0 B4.0 B6.1 B9.0	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7 RSTS 9-10 11-12.4	
17. Optimum Performance Training (OPT) Model: Strength	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate understanding of the goals and outcomes of the Strength Level of the OPT model. b. Demonstrate ability to implement the Strength Level of the OPT model. c. Describe OPT model Phase 2: Strength Development to promote optimal performance of the body in a manner that aligns with personal fitness and client fitness goals. d. Explain how strength development goals of strength endurance, metabolic conditioning, hypertrophy, and maximal strength are achieved. e. Discuss the use of strength acute variables on various client types. f. Know how to implement appropriate cardio protocols for the Strength Level. g. Know how to implement appropriate movement prep protocols for the Strength Level. h. Know how to implement appropriate resistance training protocols for the Strength Level. i. Identify common mistakes made in the Strength Level of the OPT model and apply corrective strategies. 	B2.0 B4.0 B6.1 B9.0	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7 RSTS 9-10 11-12.4	
18. Optimum Performance Training (OPT) Model: Power	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate understanding of the goals and outcomes of the Power Level of the OPT model. 	B2.0 B4.0	<u>1</u> <u>2</u>	<u>1</u> <u>2</u>	LS 9-10	

<p>b. Demonstrate ability to implement the Power Level of the OPT model.</p> <p>c. Describe OPT model Phase 5: Power Production to promote optimal performance of the body in a manner that aligns with personal fitness and client fitness goals.</p> <p>d. Explain how power development goals of enhanced neuromuscular efficiency, enhanced prime mover strength, and increased rate of force production are achieved.</p> <p>e. Discuss the use of power Phase 5 acute variables with various client types.</p> <p>f. Know how to implement appropriate cardio protocols for the Power Level.</p> <p>g. Know how to implement appropriate movement prep protocols for the Power Level.</p> <p>h. Know how to implement appropriate resistance training protocols for the Power Level.</p> <p>i. Identify common mistakes made in the Power Level of the OPT model and apply corrective strategies.</p>	<p>B6.1 B9.0</p>	<p>5 6 11</p>	<p>5 6 11</p>	<p>11-12.6 WS 11-12.7 RSTS 9-10 11-12.4</p>	
<p>19. Optimum Performance Training (OPT) Model: Everyday</p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. Demonstrate the ability to implement OPT model programming as part of a larger, more holistic health and fitness program.</p> <p>b. Know how to implement modalities such as bodyweight training, suspension training, free weights and implements, resistance machines, ropes, vibration exercise, and rolling resistance into the phases of the OPT model.</p> <p>c. Identify environmental, facility, resource, and injury factors that can interfere with application of the OPT model.</p> <p>d. Create and implement group personal training programs that align with the OPT model.</p> <p>e. Describe common special considerations that will need to be made with various populations including age, pregnancy, obesity, high blood pressure, cardiorespiratory disease, stroke, cancer, and osteoporosis.</p> <p>f. Create and implement appropriate program design protocols for the special considerations of various populations.</p> <p>g. Discuss the common fitness technologies such as smartphone apps, activity trackers, social media, and emerging technologies used by fitness professionals.</p>	<p>B9.0 B12.4</p>	<p>1 2 5 6 7 8 10 11</p>	<p>1 2 5 6 7 8 11</p>	<p>LS 9-10 11-12.6 WS 11-12.7 RSTS 9-10 11-12.4 SLS 9-10 11-12.1 11-12.1d</p>	
<p>20. Exercise Technique</p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. Demonstrate understanding of the development of a fitness plan that includes flexibility and resistance training exercises.</p> <p>b. Demonstrate ability to properly coach and cue correct exercise techniques during all aspects of an integrated training session as a fitness professional.</p> <p>c. Discuss how flexibility and resistance training exercises affect the kinetic chain.</p> <p>d. Identify flexibility training exercises and their planes of motion with correct movement performance to ensure beneficial adaptation.</p>	<p>B7.1 B7.3 B8.0 B8.5 B12.4</p>	<p>1 2 5 6 10 11</p>	<p>1 2 5 6 11</p>	<p>LS 9-10 11-12.6 WS 11-12.7 RSTS</p>	

<ul style="list-style-type: none"> e. Define and select appropriate flexibility exercises - self-myofascial release, static stretching, active-isolated stretching, or dynamic stretching - based on personal fitness and/or client fitness goals. f. Define and select appropriate resistance exercises - bodyweight, free weight, cable machines, machines, medicine ball, and whole-body vibration - based on personal fitness and/or client fitness goals. g. Explain the role of progression and regression in flexibility and resistance training to address an individual client's fitness stage. h. Identify common exercise technique mistakes and coaching and cueing strategies used to correct exercise techniques for various fitness clients. i. Create exercise plans for specific and disparate client populations and their fitness goals. 				9-10 11-12.4	
21. Behavior Change	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate understanding of behavior change strategies used in the fitness industry to address fitness and nutrition lifestyle changes. b. Identify goal-setting principles to build an action plan that provides strategies to foster behavior change and identify measurable goals to evaluate fitness program success. c. Explain the six stages (pre-contemplation, contemplation, preparation, action, maintenance, and termination) of the Transtheoretical Model (Stages of Change). d. Provide examples of behaviors an individual may exhibit as they move through each stage of the Transtheoretical Model. e. Apply the six stages of the Transtheoretical Model to physical activity and a fitness plan. f. Discuss the impact of factors such as cognitive influence, interpersonal influences, affective influences, behavioral influences, and sensation influences on an individual's behavior. g. Apply coaching and communication strategies including motivational interviewing, verbal communication, and active listening that provide feedback on meeting fitness goals. h. Discuss the behavior change strategies of behavior modification, cognitive-behavioral approaches, coping strategies, and the intrinsic approach in enhancing program adherence. i. Identify goal-setting practices and principles that address terms of commitment, difficulty, evaluation of progress, and specific strategies and tasks to achieve within a fitness plan. j. Create and implement a progress evaluation practice to record details of client progress, conduct periodic progress reviews, demonstrate program progress, and generate motivation. 	B4.1 B6.5 B7.1	1 2 5 6 7 8 10 11	1 2 5 6 7 8 11	LS 9-10 11-12.6 WS 11-12.7 RSTS 9-10 11-12.4 SLS 9-10 11-12.1 11-12.1d	

Standards Alignment

The curricula have been aligned with the CTE Model Curriculum Standards released in 2013. Each industry sector was updated to meet the increased rigor and relevancy requirements of the Common Core State Standards. The curriculum also includes the new Standards for Career Ready Practices.

Standards for Career Ready Practice

1. *Apply appropriate technical skills and academic knowledge.*
2. *Communicate clearly, effectively, and with reason.*
3. *Develop an education and career plan aligned with personal goals.*
4. *Apply technology to enhance productivity.*
5. *Utilize critical thinking to make sense of problems and persevere in solving them.*
6. *Practice personal health and understand financial literacy.*
7. *Act as a responsible citizen in the workplace and the community.*
8. *Model integrity, ethical leadership, and effective management.*
9. *Work productively in teams while integrating cultural and global competence.*
10. *Demonstrate creativity and innovation.*
11. *Employ valid and reliable research strategies.*
12. *Understand the environmental, social, and economic impacts of decisions.*

CTE Anchor Standards—Common Core English Language Arts Alignment

Anchor Standard 1: Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector.

Anchor Standard 2: Communications

Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6

Anchor Standard 3: Career Planning and Management

Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2

Anchor Standard 4: Technology

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

Anchor Standard 5: Problem Solving and Critical Thinking

Writing Standard: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow, or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7

Anchor Standard 6: Health and Safety

Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, keywords, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10, 11-12.4

Anchor Standard 7: Responsibility and Flexibility

Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10, 11-12.1

Anchor Standard 8: Ethics and Legal Responsibilities

Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d

Anchor Standard 9: Leadership and Teamwork

Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b

Anchor Standard 10: Technical Knowledge and Skills

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6

Anchor Standard 11: Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in the classroom, laboratory, and workplace settings, and the career technical student organization. Note: no alignment evident for this standard. WS 11-12.6

CTE Model Curriculum Standards—Industry Sectors and Pathways

Patient Care

B. Patient Care Pathway

- B2.0 Understand the basic structure and function of the human body and relate normal function to common disorders.*
- B3.0 Know how to apply mathematical computations used in health care delivery system.*
- B3.2 Analyze diagrams, charts, graphs, and tables to interpret health care results.*
- B4.0 Recognize and practice components of an intake assessment relevant to patient care.*
- B4.1 Conduct basic interview to acquire new knowledge (e.g., medical and family histories).*
- B4.2 Identify and summarize major life events as they impact health care practices and patient outcomes.*
- B4.3 Observe patient actions, interests, and behaviors while documenting responses.*
- B5.0 Know the definition, spelling, pronunciation, and use of appropriate terminology in the health care setting.*
- B6.0 Communicate procedures and goals to patients using various communication strategies to respond to questions and concerns.*
- B6.1 Observe and document the ability of patients to comprehend and understand procedures and determine how to adjust communication techniques.*
- B6.2 Use active listening skills (e.g., reflection, restatement, and clarification) and communication techniques to gather information from the patient.*
- B6.4 Employ sensitivity and withhold bias when communicating with patients.*
- B6.5 Report patient's progress and response to treatment goals.*
- B7.0 Apply observation techniques to detect changes in the health status of patients.*
- B7.1 Demonstrate observation techniques.*
- B7.3 Document the patient findings and report information appropriately.*
- B8.0 Demonstrate the principles of body mechanics as they apply to the positioning, transferring, and transporting of patients.*
- B8.5 Integrate proper body mechanics, ergonomics, safety equipment, and techniques to prevent personal injury to patients and clients.*
- B9.0 Implement wellness strategies for the prevention of injury and disease.*
- B9.1 Know and implement practices to prevent injury and protect health for self and others.*
- B12.0 Adhere to the roles and responsibilities, within the scope of practice, that contribute to the design and implementation of treatment planning.*
- B12.1 Understand scope of practice and related skills within prevention, diagnosis, pathology, and treatment occupations.*
- B12.2 Describe the various roles and responsibilities of health care workers as team members in an integrated health care delivery system.*
- B12.4 Follow appropriate guidelines for implementation of various procedures.*

ISTE Standards for Students

1. Empowered Learner- *Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.*

- a) Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.*
- b) Students build networks and customize their learning environments in ways that support the learning process.*
- c) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways*
- d) Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.*

2. Digital Citizen- *Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.*

- a) Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.*
- b) Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.*
- c) Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.*
- d) Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.*

3. Knowledge Constructor- *Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.*

- a) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.*
- b) Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.*
- c) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.*
- d) Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.*

4. Innovative Designer- *Students use a variety of technologies within a design process to identify and solve problems creating new, useful, or imaginative solutions.*

- a) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.*
- b) Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.*
- c) Students develop, test, and refine prototypes as part of a cyclical design process.*
- d) Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.*

5. Computational Thinker- *Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.*

- a) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.*
- b) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.*

c) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

d) Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator- *Students communicate clearly and express themselves creatively for a variety of purposes using platforms, tools, styles, formats, and digital media appropriate for their goals.*

a) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

b) Students create original works or responsibly repurpose or remix digital resources into new creations.

c) Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

d) Students publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator- *Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.*

a) Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

b) Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

c) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

d) Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.