

# Standards Correlations

## Sports Medicine/Athletic Training I (7660—36 weeks/280 hours and 8316—36 weeks/140 hours)

Task	SOL Correlations	NASM-Certified Personal Trainer Correlations	HOSA-Future Health Professionals Correlations
<b>Demonstrating Personal Qualities and Abilities</b>			
Demonstrate creativity and innovation.	English: 6.1, 6.3, 6.4, 6.6, 6.7, 6.9, 7.1, 7.3, 7.4, 7.6, 7.7, 7.9, 8.1, 8.3, 8.4, 8.6, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WG.4, WHI.1, WHII.1 Mathematics: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.10, 6.11, 6.12, 7.2, 7.3, 7.8, 7.9, 8.2, 8.4, 8.6, 8.7, 8.11, 8.12, 8.17, 8.18, A.9, AFDA.3, AFDA.4, AFDA.5, AFDA.6, AFDA.7, AFDA.8, AII.9, COM.1, COM.3, COM.4, COM.5, COM.8, DM.7, DM.1*, DM.10, DM.2*, DM.3*, PS.3*, PS.4*, PS.7*, PS.9*, PS.10* Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PS.1		
Demonstrate critical thinking and problem solving.	English: 6.1, 6.3, 6.4, 6.5, 6.6, 6.7, 6.9, 7.1, 7.3, 7.4, 7.5, 7.6, 7.7, 7.9, 8.1, 8.3, 8.4, 8.5, 8.6, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.4, CE.11, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WG.4, WHI.1, WHII.1 Mathematics: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.10, 6.11, 7.2, 7.3, 7.8, 7.12, 7.13, 8.2, 8.4, 8.8, 8.9, 8.10, 8.11, A.8, A.9, G.1, G.13, G.14, AFDA.3, AFDA.5, AFDA.8, AII.9, AII.10, AII.11, COM.1, COM.3, COM.4,		

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	COM.5, COM.8, DM.4, DM.7, DM.1*, DM.2*, DM.3*, DM.9*, PS.9*, PS.10* Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PS.1		
Demonstrate initiative and self-direction.	English: 6.1, 6.4, 6.6, 6.7, 6.9, 7.1, 7.4, 7.6, 7.7, 7.9, 8.1, 8.4, 8.6, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.4, CE.11, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1		
Demonstrate integrity.	English: 6.1, 7.1, 8.1, 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5 History and Social Science: CE.1, CE.3, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1		
Demonstrate work ethic.	English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Science: CH.1		
<b>Demonstrating Interpersonal Skills</b>			
Demonstrate conflict-resolution skills.	English: 6.1, 6.2, 6.4, 6.6, 6.7, 6.9, 7.1, 7.2, 7.4, 7.6, 7.7, 7.9, 8.1, 8.2, 8.4, 8.6, 8.7, 8.9, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, VUS.1		
Demonstrate listening and speaking skills.	English: 6.1, 6.2, 6.4, 6.6, 7.1, 7.2, 7.4, 7.6, 8.1, 8.2, 8.4, 8.6, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1		
Demonstrate respect for diversity.	English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.3, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, USII.9, VUS.1, VUS.13, WG.1, WHI.1, WHII.1		

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Demonstrate customer service skills.	English: 6.1, 6.4, 6.7, 7.1, 7.4, 7.7, 8.1, 8.4, 8.7, 9.1, 9.5, 9.6, 10.1, 10.5, 10.6, 11.1, 11.5, 11.6, 12.1, 12.5, 12.6 History and Social Science: CE.1, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1		
Collaborate with team members	English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.3, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1		
<b>Demonstrating Professional Competencies</b>			
Demonstrate big-picture thinking.	English: 6.1, 6.4, 7.1, 7.4, 8.1, 8.4, 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5 History and Social Science: CE.1, CE.4, CE.12, GOVT.1, GOVT.15, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1		
Demonstrate career- and life-management skills.	English: 6.1, 6.7, 7.1, 7.7, 8.1, 8.7, 9.1, 9.6, 10.1, 10.6, 11.1, 11.6, 12.1, 12.6 History and Social Science: CE.1, CE.4, CE.12, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 8.4		
Demonstrate continuous learning and adaptability.	English: 6.1, 6.4, 6.7, 6.9, 7.1, 7.4, 7.7, 7.9, 8.1, 8.4, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.3, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Science: BIO.1, CH.1, LS.1, PH.1, PH.4, PS.1		
Manage time and resources.	English: 6.1, 6.2, 6.4, 6.7, 6.9, 7.1, 7.2, 7.4, 7.7, 7.9, 8.1, 8.2, 8.4, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.2, 11.5, 11.6, 11.8, 12.2, 12.5, 12.6, 12.8		

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	History and Social Science: CE.1, CE.4, CE.11, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 6.10, 6.11, 6.12, 7.2, 7.3, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13, 8.4, 8.11, 8.12, 8.13, 8.14, 8.17, 8.18, A.4, A.5, A.8, A.9, AFDA.3, AFDA.4, AFDA.5, AFDA.6, AFDA.7, AFDA.8, COM.1, COM.3, COM.5, COM.8		
Demonstrate information-literacy skills.	English: 6.1, 6.2, 6.4, 6.6, 6.7, 6.9, 7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 7.9, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.9, 9.2, 9.5, 9.6, 9.8, 10.2, 10.5, 10.6, 10.8, 11.2, 11.5, 11.6, 11.8, 12.2, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 6.10, 6.11, 7.8, 7.9, 8.11, 8.12, A.8, A.9, AFDA.3, AFDA.4, AFDA.6, AFDA.7, AFDA.8, DM.8, PS.1*, PS.2*, PS.3*, PS.4*, PS.7*, PS.8*, PS.9*, PS.10* Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PH.1, PS.1		
Demonstrate an understanding of information security.	English: 6.1, 6.2, 6.3, 6.4, 6.6, 6.7, 6.8, 6.9, 7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 7.8, 7.9, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.8, 8.9, 9.1, 9.2, 9.5, 9.6, 9.8, 10.1, 10.2, 10.5, 10.6, 10.8, 11.1, 11.2, 11.5, 11.6, 11.8, 12.1, 12.2, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: COM.10		
Maintain working knowledge of current information-technology (IT) systems.	English: 6.1, 6.3, 6.4, 6.6, 6.9, 7.1, 7.3, 7.4, 7.6, 7.9, 8.1, 8.3, 8.4, 8.6, 8.9 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 7.8, COM.1, COM.2, COM.7, COM.9, COM.10, COM.11, COM.16, COM.18, PS.17 Science: BIO.1, CH.1, ES.1, PH.1		

<b>Task</b>	<b>SOL Correlations</b>	<b>NASM-Certified Personal Trainer Correlations</b>	<b>HOSA-Future Health Professionals Correlations</b>
Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.	History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 6.10, 6.11, 7.9, 8.4, A.7, A.8, A.9, AFDA.1, AFDA.3, AFDA.5, AII.4, AII.7, AII.9, COM.1, COM.7, COM.10, COM.11, COM.12, COM.16 Science: CH.1, ES.1, LS.1, PH.1, PS.1		
Apply mathematical skills to job-specific tasks.	English: 6.4, 6.6, 6.7, 7.4, 7.6, 7.7, 8.4, 8.6, 8.7, 9.5, 9.6, 10.5, 10.6, 11.5, 11.6, 12.5, 12.6 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 6.1, 6.2, 6.5, 6.6, 6.12, 6.13, 6.14, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, 7.9, 7.11, 7.12, 7.13, 8.4, 8.5, 8.6, 8.8, 8.9, 8.10, 8.11, 8.12, 8.13, 8.14, 8.15, 8.16, 8.17, 8.18, A.1, A.3, A.4, A.5, A.7, A.8, A.9, AFDA.1, AFDA.3, AFDA.5, AFDA.8, AII.3, AII.7, AII.9, AII.10, COM.1, COM.7 Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PH.1, PS.1		
Demonstrate professionalism.	English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1		
Demonstrate reading and writing skills.	English: 6.1, 6.6, 6.7, 7.1, 7.6, 7.7, 8.1, 8.6, 8.7, 9.1, 9.5, 9.6, 9.7, 10.1, 10.5, 10.6, 10.7, 11.1, 11.5, 11.6, 11.7, 12.1, 12.5, 12.6, 12.7 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Science: 6.1, PH.1, PS.1		
Demonstrate workplace safety.	English: 6.4, 7.4, 8.4, 9.5, 10.5, 11.5, 12.5 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Science: CH.1		

<b>Task</b>	<b>SOL Correlations</b>	<b>NASM-Certified Personal Trainer Correlations</b>	<b>HOSA-Future Health Professionals Correlations</b>
<b>Examining All Aspects of an Industry</b>			
Examine aspects of planning within an industry/organization.	History and Social Science: GOVT.16		
Examine aspects of management within an industry/organization.			
Examine aspects of financial responsibility within an industry/organization.			
Examine technical and production skills required of workers within an industry/organization.			
Examine principles of technology that underlie an industry/organization.			
Examine labor issues related to an industry/organization.	History and Social Science: GOVT.16		

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Examine community issues related to an industry/organization.	History and Social Science: GOVT.16		
Examine health, safety, and environmental issues related to an industry/organization.	History and Social Science: GOVT.16		
<b>Addressing Elements of Student Life</b>			
Identify the purposes and goals of the student organization.			
Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.			
Demonstrate leadership skills through participation in student organization activities, such as			

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meetings, programs, and projects.			
Identify Internet safety issues and procedures for complying with acceptable use standards.			
<b>Exploring Work-based Learning</b>			
Identify the types of work-based learning (WBL) opportunities.			
Reflect on lessons learned during the WBL experience.			
Explore career opportunities related to the WBL experience.			
Participate in a WBL experience, when appropriate.			



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<b>Obtaining First Aid and CPR/AED Education</b>			
Explain bloodborne pathogens and the importance of universal precautions.	English: 11.5, 12.5 History and Social Sciences: GOVT.16		Health Science Events <ul style="list-style-type: none"> <li>Medical Spelling</li> </ul> Medical Terminology
Comply with the clinical site-specific exposure control plan.	English: 11.5, 11.8, 12.5, 12.8 History and Social Sciences: GOVT.16		
Explain the role of OSHA in the sports medicine profession.	English: 11.5, 11.8, 12.5, 12.8 History and Social Sciences: GOVT.16		Health Professions Events <ul style="list-style-type: none"> <li>Sports Medicine</li> </ul> Teamwork Events Biomedical Debate
Complete a nationally recognized certification for first aid.	English: 11.5, 11.8, 12.5, 12.8 History and Social Sciences: GOVT.16		Health Science Events <ul style="list-style-type: none"> <li>Medical Spelling</li> <li>Medical Terminology</li> </ul> Health Professions Events <ul style="list-style-type: none"> <li>Sports Medicine</li> </ul>

Task	SOL Correlations	NASM-Certified Personal Trainer Correlations	HOSA-Future Health Professionals Correlations
			Emergency Preparedness Events CPR/First Aid
Identify sports first-aid topics not included in a typical first-aid course.	English: 11.5, 11.8, 12.5, 12.8 History and Social Sciences: GOVT.16		
Identify the components of a primary and secondary survey.	English: 11.5, 12.5 History and Social Sciences: GOVT.16		Health Science Events <ul style="list-style-type: none"> <li>Medical Terminology</li> </ul> Health Professions Events Sports Medicine
Complete a nationally recognized certification in CPR/AED.	English: 11.5, 11.8, 12.5, 12.8 History and Social Sciences: GOVT.16		Health Science Events <ul style="list-style-type: none"> <li>Medical Spelling</li> <li>Medical Terminology</li> </ul> Health Professions Events <ul style="list-style-type: none"> <li>Sports Medicine</li> </ul> Emergency Preparedness Events CPR/First Aid

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<b>Assessing Injuries and Illnesses</b>			
Explain the role of the secondary school student aide (SA) in recognizing an injury.	English: 11.5, 11.8, 12.5, 12.8 History and Social Sciences: GOVT.16		Health Professions Events Sports Medicine
Explain the scope and limitations of the secondary school SA when providing first aid.	English: 11.5, 12.5 History and Social Sciences: VUS.1, GOVT.1, GOVT.16	Section 1 The Scientific Rationale for Integrated Thinking <ul style="list-style-type: none"> <li>Explain the history of the profession of personal training.</li> <li>Identify common characteristics of personal training clients.</li> <li>Demonstrate an understanding of the principles of integrated exercise program design.</li> </ul> Describe the Optimum Performance Training (OPT™) model.	Emergency Preparedness Events CPR/First Aid
Explain the scope and limitations of the secondary school SA when assessing injury or illness.	English: 11.5, 12.5 History and Social Sciences: VUS.1, GOVT.1, GOVT.16	Section 1 Developing a Successful Personal Training Business <ul style="list-style-type: none"> <li>Describe the qualities and characteristics of uncompromising customer service.</li> </ul>	Health Professions Events Sports Medicine

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		<ul style="list-style-type: none"> <li>Describe strategies for finding an ideal workplace.</li> <li>Understand the process for writing a resume.</li> <li>Understand the four Ps of marketing.</li> </ul> <p>Understand basic membership sales techniques, including strategies for solicitation of new sales and how to close sales.</p>	
<b>Understanding Human Anatomy and Physiology</b>			
Explain the integumentary system.	<p>English: 11.5, 12.5</p> <p>Science: BIO.6</p>		<p>Health Science Events</p> <ul style="list-style-type: none"> <li>Medical Spelling</li> <li>Medical Terminology</li> </ul> <p>Health Professions Events</p> <ul style="list-style-type: none"> <li>Sports Medicine</li> </ul> <p>Teamwork Events</p> <ul style="list-style-type: none"> <li>HOSA Bowl</li> </ul>

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			NGL-ATC Events  Anatomy and Physiology
Explain the musculoskeletal system.	English: 11.5, 12.5  Science: BIO.6	Section 3 Basic Exercise Science <ul style="list-style-type: none"> <li>Define the components of the human movement system (kinetic chain).</li> <li>Explain the basic structure and function of               <ul style="list-style-type: none"> <li>the nervous system</li> <li>the skeletal system</li> <li>the muscular system</li> <li>the endocrine system.</li> </ul> </li> </ul> Describe how these systems respond and adapt to exercise.	Health Science Events <ul style="list-style-type: none"> <li>Medical Spelling</li> <li>Medical Terminology</li> </ul> Health Professions Events <ul style="list-style-type: none"> <li>Sports Medicine</li> </ul> Teamwork Events <ul style="list-style-type: none"> <li>HOSA Bowl</li> </ul> NGL-ATC Events <ul style="list-style-type: none"> <li>Anatomy and Physiology</li> </ul>
Explain the cardiovascular and circulatory systems.	English: 11.5, 11.8, 12.5, 12.8  Science: BIO.6	Section 3 The Cardiorespiratory System <ul style="list-style-type: none"> <li>Describe the structure and function of the cardiovascular and respiratory systems.</li> <li>Explain how each of these systems relates to human movement.</li> </ul>	Health Science Events <ul style="list-style-type: none"> <li>Medical Spelling</li> <li>Medical Terminology</li> </ul> Health Professions Events <ul style="list-style-type: none"> <li>Sports Medicine</li> </ul> Teamwork Events

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		<ul style="list-style-type: none"> <li>Describe how the cardiovascular and respiratory systems work in unison.</li> </ul> <p>Explain the influence that dysfunctional breathing can have on the human movement system.</p>	<ul style="list-style-type: none"> <li>HOSA Bowl</li> </ul> <p>NGL-ATC Events</p> <p>Anatomy and Physiology</p>
Explain the respiratory system.	<p>English: 11.5, 12.5</p> <p>Science: BIO.6</p>	<p>Section 3 The Cardiorespiratory System</p> <ul style="list-style-type: none"> <li>Describe the structure and function of the cardiovascular and respiratory systems.</li> <li>Explain how each of these systems relates to human movement.</li> <li>Describe how the cardiovascular and respiratory systems work in unison.</li> <li>Explain the influence that dysfunctional breathing can have on the human movement system.</li> </ul> <p>Section 3 Exercise Metabolism and Bioenergetics</p> <ul style="list-style-type: none"> <li>Describe the primary methods of how the body produces energy for exercise.</li> </ul>	<p>Health Science Events</p> <ul style="list-style-type: none"> <li>Medical Spelling</li> <li>Medical Terminology</li> </ul> <p>Health Professions Events</p> <ul style="list-style-type: none"> <li>Sports Medicine</li> </ul> <p>Teamwork Events</p> <ul style="list-style-type: none"> <li>HOSA Bowl</li> </ul> <p>NGL-ATC Events</p> <ul style="list-style-type: none"> <li>Anatomy and Physiology</li> </ul>

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		<ul style="list-style-type: none"> <li>• Differentiate between aerobic and anaerobic metabolism.</li> <li>• Distinguish which energy pathways predominate for various intensities and durations of exercise.</li> <li>• Understand the interaction of carbohydrate, fat, and protein as fuels for exercise.</li> <li>• State the differences in the energy use during steady state and exhaustive exercise.</li> <li>• Discriminate between the energy requirements of steady state versus intermittent exercise.</li> </ul> <p>Describe basic training-induced adaptations in energy production.</p>	
Explain the nervous system.	<p>English: 11.5, 12.5</p> <p>Science: BIO.6</p>	<p>Section 3 Basic Exercise Science</p> <ul style="list-style-type: none"> <li>• Define the components of the human movement system (kinetic chain).</li> <li>• Explain the basic structure and function of <ul style="list-style-type: none"> <li>○ the nervous system</li> <li>○ the skeletal system</li> </ul> </li> </ul>	<p>Health Science Events</p> <ul style="list-style-type: none"> <li>• Medical Spelling</li> <li>• Medical Terminology</li> </ul> <p>Health Professions Events</p> <ul style="list-style-type: none"> <li>• Sports Medicine</li> </ul> <p>Teamwork Events</p>

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		<ul style="list-style-type: none"> <li>○ the muscular system</li> <li>○ the endocrine system.</li> </ul> <p>Describe how these systems respond and adapt to exercise.</p>	<ul style="list-style-type: none"> <li>• HOSA Bowl</li> </ul> <p>NGL-ATC Events</p> <p>Anatomy and Physiology</p>
(Optional) Explain the urinary system.	<p>English: 11.5, 12.5</p> <p>Science: BIO.6</p>		<p>Health Science Events</p> <ul style="list-style-type: none"> <li>• Medical Spelling</li> <li>• Medical Terminology</li> </ul> <p>Health Professions Events</p> <ul style="list-style-type: none"> <li>• Sports Medicine</li> </ul> <p>Teamwork Events</p> <ul style="list-style-type: none"> <li>• HOSA Bowl</li> </ul> <p>NGL-ATC Events</p> <p>Anatomy and Physiology</p>
(Optional) Explain the female reproductive system.	<p>English: 11.5, 12.5</p>		<p>Health Science Events</p> <ul style="list-style-type: none"> <li>• Medical Spelling</li> <li>• Medical Terminology</li> </ul> <p>Health Professions Events</p> <ul style="list-style-type: none"> <li>• Sports Medicine</li> </ul> <p>Teamwork Events</p>



Task	SOL Correlations	NASM-Certified Personal Trainer Correlations	HOSA-Future Health Professionals Correlations
			<ul style="list-style-type: none"> <li>• HOSA Bowl</li> </ul> NGL-ATC Events <ul style="list-style-type: none"> <li>• Anatomy and Physiology</li> </ul>
(Optional) Explain the male reproductive system.	English: 11.5, 12.5		Health Science Events <ul style="list-style-type: none"> <li>• Medical Spelling</li> <li>• Medical Terminology</li> </ul> Health Professions Events <ul style="list-style-type: none"> <li>• Sports Medicine</li> </ul> Teamwork Events HOSA Bowl
Explain the lymphatic and immune systems as they relate to inflammatory response after injury.	English: 11.5, 12.5  Science: BIO.6		Health Science Events <ul style="list-style-type: none"> <li>• Medical Spelling</li> <li>• Medical Terminology</li> </ul> Health Professions Events <ul style="list-style-type: none"> <li>• Sports Medicine</li> </ul> Teamwork Events

Task	SOL Correlations	NASM-Certified Personal Trainer Correlations	HOSA-Future Health Professionals Correlations
			HOSA Bowl
(Optional) Explain the digestive system.	English: 11.5, 12.5 Science: BIO.6		Health Science Events <ul style="list-style-type: none"> <li>• Medical Spelling</li> <li>• Medical Terminology</li> </ul> Health Professions Events <ul style="list-style-type: none"> <li>• Sports Medicine</li> </ul> Teamwork Events <ul style="list-style-type: none"> <li>• HOSA Bowl</li> </ul> NGL-ATC Events <ul style="list-style-type: none"> <li>• Anatomy and Physiology</li> </ul>
Explain the endocrine system.	English: 11.5, 12.5 Science: BIO.6	Section 3 Basic Exercise Science <ul style="list-style-type: none"> <li>• Define the components of the human movement system (kinetic chain).</li> <li>• Explain the basic structure and function of               <ul style="list-style-type: none"> <li>○ the nervous system</li> <li>○ the skeletal system</li> <li>○ the muscular system</li> <li>○ the endocrine system.</li> </ul> </li> </ul>	Health Science Events <ul style="list-style-type: none"> <li>• Medical Spelling</li> <li>• Medical Terminology</li> </ul> Health Professions Events <ul style="list-style-type: none"> <li>• Sports Medicine</li> </ul> Teamwork Events <ul style="list-style-type: none"> <li>• HOSA Bowl</li> </ul>

Task	SOL Correlations	NASM-Certified Personal Trainer Correlations	HOSA-Future Health Professionals Correlations
		Describe how these systems respond and adapt to exercise.	NGL-ATC Events <ul style="list-style-type: none"> <li>Anatomy and Physiology</li> </ul>
(Optional) Explain the sensory system.	English: 11.5, 12.5 Science: BIO.6		Health Science Events <ul style="list-style-type: none"> <li>Medical Spelling</li> <li>Medical Terminology</li> </ul> Health Professions Events <ul style="list-style-type: none"> <li>Sports Medicine</li> </ul> Teamwork Events <ul style="list-style-type: none"> <li>HOSA Bowl</li> </ul> NGL-ATC Events <ul style="list-style-type: none"> <li>Anatomy and Physiology</li> </ul>
<b>Understanding Nutrition</b>			

Task	SOL Correlations	NASM-Certified Personal Trainer Correlations	HOSA-Future Health Professionals Correlations
Explain the basics of nutrition.	English: 11.5, 11.8, 12.5, 12.8	<p>Section 3 Nutrition</p> <ul style="list-style-type: none"> <li>Describe the macronutrients and their functions.</li> <li>Describe how the macronutrient composition of an individual's food intake can affect satiety, compliance, daily energy expenditure, and weight control.</li> <li>Provide basic nutritional recommendations for optimizing health.</li> </ul> <p>Answer questions, handle issues, and dispel myths regarding the relationship of macronutrients to the successful alteration of body composition.</p>	<p>Health Science Events</p> <ul style="list-style-type: none"> <li>Health Science Events</li> <li>Nutrition</li> </ul> <p>Teamwork Events</p> <p>HOSA Bowl</p>
Explain factors that affect nutrition.	English: 11.5, 12.5	What effect could prescription medications have on nutrition?	<p>Health Science Events</p> <ul style="list-style-type: none"> <li>Nutrition</li> </ul> <p>Teamwork Events</p> <p>HOSA Bowl</p>
Explain how nutritional needs are affected by physical activity.	English: 11.5, 12.5	<p>Sections 2 &amp; 4</p> <ul style="list-style-type: none"> <li>Review fitness assessment considerations.</li> <li>Review concepts for program design.</li> </ul>	<p>Health Science Events</p> <ul style="list-style-type: none"> <li>Nutrition</li> </ul>

Task	SOL Correlations	NASM-Certified Personal Trainer Correlations	HOSA-Future Health Professionals Correlations
		<ul style="list-style-type: none"> <li>Describe hydration concepts.</li> <li>Identify fitness technologies and trends.</li> <li>Describe behavior change strategies for client results.</li> <li>Describe exam taking best practices and preparation.</li> </ul> <p>Section 3 Nutrition</p> <ul style="list-style-type: none"> <li>Describe the macronutrients and their functions.</li> <li>Describe how the macronutrient composition of an individual's food intake can affect satiety, compliance, daily energy expenditure, and weight control.</li> <li>Provide basic nutritional recommendations for optimizing health.</li> <li>Answer questions, handle issues, and dispel myths regarding the relationship of macronutrients to the successful alteration of body composition.</li> </ul> <p>Section 3 Supplementation</p> <ul style="list-style-type: none"> <li>Define what dietary supplements are and describe</li> </ul>	

Task	SOL Correlations	NASM-Certified Personal Trainer Correlations	HOSA-Future Health Professionals Correlations
		<p>the various classes and uses of them.</p> <ul style="list-style-type: none"> <li>• Understand basic supplemental recommendations for optimizing health.</li> <li>• Respond to questions about dietary supplements based on objective, scientific facts.</li> <li>• Define the term ergogenic and common substances used to enhance performance.</li> </ul> <p>Section 3 Exercise Metabolism and Bioenergetics</p> <ul style="list-style-type: none"> <li>• Describe the primary methods of how the body produces energy for exercise.</li> <li>• Differentiate between aerobic and anaerobic metabolism.</li> <li>• Distinguish which energy pathways predominate for various intensities and durations of exercise.</li> <li>• Understand the interaction of carbohydrate, fat, and protein as fuels for exercise.</li> </ul>	

Task	SOL Correlations	NASM-Certified Personal Trainer Correlations	HOSA-Future Health Professionals Correlations
		<ul style="list-style-type: none"> <li>State the differences in the energy use during steady state and exhaustive exercise.</li> <li>Discriminate between the energy requirements of steady state versus intermittent exercise.</li> </ul> <p>Describe basic training-induced adaptations in energy production.</p>	
Explain the relationship between nutrition and injury, illness, and health conditions.	<p>English: 11.5, 12.5</p> <p>History and Social Sciences: VUS.1, GOVT.1</p>	<p>Section 6 Chronic Health Conditions and Physical or Functional Limitations</p> <ul style="list-style-type: none"> <li>Define and describe the cause and symptoms of selected chronic health conditions.</li> <li>Describe the characteristics of selected health and age-related physical and functional limitations to exercise.</li> <li>Recognize how the conditions discussed in this chapter affect exercise training variables within the OPT™ model.</li> <li>Recognize how acute and chronic responses to exercise vary in clients with chronic health conditions or physical or</li> </ul>	<p>Health Science Events</p> <ul style="list-style-type: none"> <li>Nutrition</li> </ul> <p>Teamwork Events</p> <p>HOSA Bowl</p>

Task	SOL Correlations	NASM-Certified Personal Trainer Correlations	HOSA-Future Health Professionals Correlations
		<p>functional limitations compared with healthy clients.</p> <ul style="list-style-type: none"> <li>Describe how to modify program design for clients with chronic health and physical or functional limitations.</li> </ul> <p>Section 2 &amp; 4</p> <ul style="list-style-type: none"> <li>Review fitness assessment considerations.</li> <li>Review concepts for program design.</li> <li>Describe hydration concepts.</li> <li>Identify fitness technologies and trends.</li> <li>Describe behavior change strategies for client results.</li> <li>Describe exam taking best practices and preparation.</li> </ul> <p>Section 2 The Scientific Rationale for Integrated Thinking</p> <ul style="list-style-type: none"> <li>Explain the history of the profession of personal training.</li> <li>Identify common characteristics of personal training clients.</li> </ul>	



Task	SOL Correlations	NASM-Certified Personal Trainer Correlations	HOSA-Future Health Professionals Correlations
		<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the principles of integrated exercise program design.</li> <li>• Describe the Optimum Performance Training (OPT™) model.</li> </ul> <p>Section 3 Nutrition</p> <ul style="list-style-type: none"> <li>• Describe the macronutrients and their functions.</li> <li>• Describe how the macronutrient composition of an individual's food intake can affect satiety, compliance, daily energy expenditure, and weight control.</li> <li>• Provide basic nutritional recommendations for optimizing health.</li> </ul> <p>Answer questions, handle issues, and dispel myths regarding the relationship of macronutrients to the successful alteration of body composition.</p>	
Perform a nutritional analysis.	<p>English: 11.5, 11.6, 12.5, 12.6</p> <p>History and Social Sciences: VUS.1, GOVT.1</p>	<p>Section 3 Nutrition</p> <ul style="list-style-type: none"> <li>• Describe the macronutrients and their functions.</li> </ul>	<p>Health Science Events</p> <ul style="list-style-type: none"> <li>• Nutrition</li> </ul> <p>Teamwork Events</p>

Task	SOL Correlations	NASM-Certified Personal Trainer Correlations	HOSA-Future Health Professionals Correlations
		<ul style="list-style-type: none"> <li>Describe how the macronutrient composition of an individual's food intake can affect satiety, compliance, daily energy expenditure, and weight control.</li> <li>Provide basic nutritional recommendations for optimizing health.</li> <li>Answer questions, handle issues, and dispel myths regarding the relationship of macronutrients to the successful alteration of body composition.</li> </ul> <p>Section 4 Fitness Assessment</p> <ul style="list-style-type: none"> <li>Explain the components of and rationale for an integrated fitness assessment.</li> <li>Understand how to administer a health history questionnaire and then from that be able to stratify a client's overall risk for fitness assessment.</li> <li>Understand the importance of posture, how it relates to movement observation, and how to assess it.</li> </ul>	<ul style="list-style-type: none"> <li>HOSA Bowl</li> </ul> <p>Health Professions Events</p> <p>Clinical Specialty</p>

Task	SOL Correlations	NASM-Certified Personal Trainer Correlations	HOSA-Future Health Professionals Correlations
		Understand how to perform a comprehensive health-related fitness assessment, obtain subjective and objective information about clients, and how to use the information collected to help design an exercise program.	
Interpret a nutritional analysis.	English: 11.5, 11.8, 12.5, 12.8 History and Social Sciences: VUS.1, GOVT.1	<p>Section 3 Nutrition</p> <ul style="list-style-type: none"> <li>Describe the macronutrients and their functions.</li> <li>Describe how the macronutrient composition of an individual's food intake can affect satiety, compliance, daily energy expenditure, and weight control.</li> <li>Provide basic nutritional recommendations for optimizing health.</li> <li>Answer questions, handle issues, and dispel myths regarding the relationship of macronutrients to the successful alteration of body composition.</li> </ul> <p>Section 2 Lifestyle Modification and Behavioral Coaching</p> <ul style="list-style-type: none"> <li>Describe the characteristics of a positive client experience.</li> </ul>	<p>Health Science Events</p> <ul style="list-style-type: none"> <li>Nutrition</li> </ul> <p>Teamwork Events</p> <p>HOSA Bowl</p>

Task	SOL Correlations	NASM-Certified Personal Trainer Correlations	HOSA-Future Health Professionals Correlations
		<ul style="list-style-type: none"> <li>Understand the stages of change model.</li> <li>Describe characteristics of what effective communication skills are.</li> </ul> <p>Describe the elements of effective SMART goal-setting techniques.</p>	
<b>Understanding Medical Terminology</b>			
Explain medical terminology commonly used in sports medicine.	English: 11.5, 11.8, 12.5, 12.8		<p>Health Science Events</p> <ul style="list-style-type: none"> <li>Medical Spelling</li> <li>Medical Terminology</li> </ul> <p>Health Professions Events</p> <p>Sports Medicine</p>
Use appropriate medical terminology.	English: 11.1, 12.1		<p>Health Science Events</p> <ul style="list-style-type: none"> <li>Medical Spelling</li> <li>Medical Terminology</li> </ul> <p>Health Professions Events</p> <p>Sports Medicine</p>

Task	SOL Correlations	NASM-Certified Personal Trainer Correlations	HOSA-Future Health Professionals Correlations
Explain commonly used prefixes and suffixes in medical terminology.	English: 11.3, 11.5, 12.3, 12.5		Health Science Events <ul style="list-style-type: none"> <li>• Medical Spelling</li> <li>• Medical Terminology</li> </ul> Health Professions Events Sports Medicine
<b>Understanding Injuries and Illnesses</b>			
Explain that a sprain is an injury to a ligament.	English: 11.5, 12.5		Health Science Events <ul style="list-style-type: none"> <li>• Medical Spelling</li> <li>• Medical Terminology</li> </ul> Health Professions Events Sports Medicine
Explain that a strain is an injury to a muscle or tendon.	English: 11.5, 12.5		Health Science Events <ul style="list-style-type: none"> <li>• Medical Spelling</li> <li>• Medical Terminology</li> </ul> Health Professions Events Sports Medicine

Task	SOL Correlations	NASM-Certified Personal Trainer Correlations	HOSA-Future Health Professionals Correlations
Explain that a fracture is an injury to a bone.	English: 11.5, 12.5		Health Science Events <ul style="list-style-type: none"> <li>• Medical Spelling</li> <li>• Medical Terminology</li> </ul> Health Professions Events Sports Medicine
Demonstrate knowledge of basic taping and wrapping techniques for musculoskeletal injuries.	English: 11.5, 12.5		Health Science Events <ul style="list-style-type: none"> <li>• Medical Terminology</li> </ul> Health Professions Events <ul style="list-style-type: none"> <li>• Sports Medicine</li> </ul> Health Professions Events Clinical Specialty
Identify catastrophic injuries.	English: 11.5, 11.8, 12.5, 12.8	Section 6 Chronic Health Conditions and Physical or Functional Limitations <ul style="list-style-type: none"> <li>• Define and describe the cause and symptoms of selected chronic health conditions.</li> <li>• Describe the characteristics of selected health and age-related physical and functional limitations to exercise.</li> <li>• Recognize how the conditions discussed in this chapter affect</li> </ul>	Health Science Events <ul style="list-style-type: none"> <li>• Medical Spelling</li> <li>• Medical Terminology</li> </ul> Health Professions Events Sports Medicine

Task	SOL Correlations	NASM-Certified Personal Trainer Correlations	HOSA-Future Health Professionals Correlations
		<p>exercise training variables within the OPT™ model.</p> <ul style="list-style-type: none"> <li>Recognize how acute and chronic responses to exercise vary in clients with chronic health conditions or physical or functional limitations compared with healthy clients.</li> </ul> <p>Describe how to modify program design for clients with chronic health and physical or functional limitations.</p>	
Identify neurological and brain injuries and conditions.	English: 11.5, 11.8, 12.5, 12.8		<p>Health Science Events</p> <ul style="list-style-type: none"> <li>Medical Spelling</li> <li>Medical Terminology</li> </ul> <p>Health Professions Events</p> <p>Sports Medicine</p>
Identify infectious and contagious diseases related to physical activity.	English: 11.5, 12.5		<p>Health Science Events</p> <ul style="list-style-type: none"> <li>Medical Spelling</li> <li>Medical Terminology</li> </ul> <p>Health Professions Events</p> <p>Sports Medicine</p>

Task	SOL Correlations	NASM-Certified Personal Trainer Correlations	HOSA-Future Health Professionals Correlations
Identify other health conditions that affect participation in physical activity.	English: 11.5, 12.5	<p>Section 6 Chronic Health Conditions and Physical or Functional Limitations</p> <ul style="list-style-type: none"> <li>Define and describe the cause and symptoms of selected chronic health conditions.</li> <li>Describe the characteristics of selected health and age-related physical and functional limitations to exercise.</li> <li>Recognize how the conditions discussed in this chapter affect exercise training variables within the OPT™ model.</li> <li>Recognize how acute and chronic responses to exercise vary in clients with chronic health conditions or physical or functional limitations compared with healthy clients.</li> </ul> <p>Describe how to modify program design for clients with chronic health and physical or functional limitations.</p>	<p>Health Science Events</p> <ul style="list-style-type: none"> <li>Medical Spelling</li> <li>Medical Terminology</li> </ul> <p>Health Professions Events</p> <p>Sports Medicine</p>
Explain common psychological responses to injury.	English: 11.5, 12.5		<p>Health Science Event</p> <p>Behavioral Health</p>



Task	SOL Correlations	NASM-Certified Personal Trainer Correlations	HOSA-Future Health Professionals Correlations
<b>Understanding Legal and Ethical Issues in Sports Medicine</b>			
Distinguish among misfeasance, malfeasance, nonfeasance, liability, and acts of commission and omission.	English: 11.3, 11.5, 12.3, 12.5 History and Social Sciences: GOVT.16		Health Science Events <ul style="list-style-type: none"> <li>Medical Terminology</li> <li>Medical Law and Ethics</li> </ul> Health Professions Events Sports Medicine
Explain the legal and ethical significance of documentation and record-keeping in sports medicine.	English: 11.5, 11.8, 12.5, 12.8 History and Social Sciences: VUS.1, GOVT.1, GOVT.16		Health Professions Events <ul style="list-style-type: none"> <li>Sports Medicine</li> </ul> Teamwork Events Biomedical Debate
Explain the purpose and importance of medical documentation.	English: 11.5, 12.5		Health Science Events <ul style="list-style-type: none"> <li>Medical Terminology</li> <li>Medical Law and Ethics</li> </ul> Health Professions Events Sports Medicine

Task	SOL Correlations	NASM-Certified Personal Trainer Correlations	HOSA-Future Health Professionals Correlations
Document the history of an injury.	English: 11.5, 12.5		Health Science Events <ul style="list-style-type: none"> <li>Medical Spelling</li> <li>Medical Terminology</li> </ul> Health Professions Events Sports Medicine
Explain the legal and ethical significance of confidentiality in sports medicine.	English: 11.5, 11.8, 12.5, 12.8 History and Social Sciences: VUS.1, GOVT.1, GOVT.11, GOVT.16		Health Professions Events <ul style="list-style-type: none"> <li>Sports Medicine</li> </ul> Teamwork Events <ul style="list-style-type: none"> <li>Biomedical Debate</li> </ul> Health Science Events <ul style="list-style-type: none"> <li>Medical Law and Ethics</li> </ul>
Identify the legal practice limitations of SAs vs. paraprofessionals vs. professionals in sports medicine.	English: 11.5, 12.5 History and Social Sciences: VUS.1, GOVT.1, GOVT.16	Section 1 Developing a Successful Personal Training Business <ul style="list-style-type: none"> <li>Describe the qualities and characteristics of uncompromising customer service.</li> </ul>	Health Professions Events <ul style="list-style-type: none"> <li>Sports Medicine</li> </ul> Teamwork Events <ul style="list-style-type: none"> <li>Biomedical Debate</li> </ul> Health Education

Task	SOL Correlations	NASM-Certified Personal Trainer Correlations	HOSA-Future Health Professionals Correlations
		<ul style="list-style-type: none"> <li>Describe strategies for finding an ideal workplace.</li> <li>Understand the process for writing a resume.</li> <li>Understand the four Ps of marketing.</li> </ul> <p>Understand basic membership sales techniques, including strategies for solicitation of new sales and how to close sales.</p>	
Identify the necessity of a client/patient referral to other healthcare professionals and practitioners.	English: 11.5, 11.8, 12.5, 12.8		
Explain the implications of the Americans with Disabilities Act (ADA) within the field of sports medicine.	<p>English: 11.5, 12.5</p> <p>History and Social Sciences: VUS.1, VUS.13, GOVT.1, GOVT.9, GOVT.11</p>		<p>Health Professions Events</p> <ul style="list-style-type: none"> <li>Sports Medicine</li> </ul> <p>Teamwork Events</p> <ul style="list-style-type: none"> <li>Biomedical Debate</li> </ul> <p>Health Education</p>

Task	SOL Correlations	NASM-Certified Personal Trainer Correlations	HOSA-Future Health Professionals Correlations
Explain the implications of cultural competence in the field of sports medicine.	English: 11.3, 11.5, 12.3, 12.5  History and Social Sciences: GOVT.3, GOVT.16		Health Science Event  Cultural Diversities and Disparities
Describe ethical behavior within the sports medicine profession.	English: 11.5, 12.5  History and Social Sciences: GOVT.16	Section 1 Developing a Successful Personal Training Business <ul style="list-style-type: none"> <li>Describe the qualities and characteristics of uncompromising customer service.</li> <li>Describe strategies for finding an ideal workplace.</li> <li>Understand the process for writing a resume.</li> <li>Understand the four Ps of marketing.</li> </ul> Understand basic membership sales techniques, including strategies for solicitation of new sales and how to close sales.	Health Professions Events <ul style="list-style-type: none"> <li>Sports Medicine</li> </ul> Health Science Events <ul style="list-style-type: none"> <li>Medical Law and Ethics</li> </ul>
<b>Exploring Sports Medicine Careers</b>			

Task	SOL Correlations	NASM-Certified Personal Trainer Correlations	HOSA-Future Health Professionals Correlations
Explain the continuing education requirements in sports medicine professions.	English: 11.5, 12.5	<p>Section 1 The Scientific Rationale for Integrated Thinking</p> <ul style="list-style-type: none"> <li>• Explain the history of the profession of personal training.</li> <li>• Identify common characteristics of personal training clients.</li> <li>• Demonstrate an understanding of the principles of integrated exercise program design.</li> <li>• Describe the Optimum Performance Training (OPT™) model.</li> </ul> <p>Section 1 Developing a Successful Personal Training Business</p> <ul style="list-style-type: none"> <li>• Describe the qualities and characteristics of uncompromising customer service.</li> <li>• Describe strategies for finding an ideal workplace.</li> <li>• Understand the process for writing a resume.</li> <li>• Understand the four Ps of marketing.</li> </ul> <p>Understand basic membership sales techniques, including strategies for</p>	<p>Health Professions Events</p> <ul style="list-style-type: none"> <li>• Sports Medicine</li> </ul> <p>Leadership Events</p> <p>Job-Seeking Skills</p>

Task	SOL Correlations	NASM-Certified Personal Trainer Correlations	HOSA-Future Health Professionals Correlations
		solicitation of new sales and how to close sales.	
Identify organizations relevant to sports medicine professions.	English: 11.5, 11.8, 12.5, 12.8	Section 1 The Scientific Rationale for Integrated Thinking <ul style="list-style-type: none"> <li>• Explain the history of the profession of personal training.</li> <li>• Identify common characteristics of personal training clients.</li> <li>• Demonstrate an understanding of the principles of integrated exercise program design.</li> </ul> Describe the Optimum Performance Training (OPT™) model.	Health Professions Events <ul style="list-style-type: none"> <li>• Sports Medicine</li> </ul> Teamwork Events Health Career Display
Identify credentials recognized in the sports medicine profession.	English: 11.5, 11.8, 12.5, 12.8 History and Social Sciences: GOVT.15	Section 1 The Scientific Rationale for Integrated Thinking <ul style="list-style-type: none"> <li>• Explain the history of the profession of personal training.</li> <li>• Identify common characteristics of personal training clients.</li> <li>• Demonstrate an understanding of the principles of integrated exercise program design.</li> </ul> Describe the Optimum Performance Training (OPT) model.	Health Professions Events <ul style="list-style-type: none"> <li>• Sports Medicine</li> </ul> Leadership Events <ul style="list-style-type: none"> <li>• Job-Seeking Skills</li> </ul> Research Poster

