

Brighton High School Hockey
CREDIT REPLACEMENT REQUEST FORM

Request for Replacement of Elective PE (ILA) Credit for Brighton High School Hockey Team Participation

Student Name _____ ID# _____ School Year _____

I, _____ have completed a full season of participation on the Brighton High School Hockey Team. With this participation, I have met and satisfied all of the requirements and standards for **.5 elective PE credit for INDIVIDUAL LIFETIME ACTIVITIES (ILA)** established by the Utah State Board of Education. I request that Brighton High School document this credit on my high school transcript and that this credit be applied toward graduation.

STUDENT SIGNATURE

DATE

Hockey Advisor and Parent/Guardian Affirmation: I affirm that the above-mentioned student has actively participated in a full season of Brighton High School Hockey.

PARENT/GUARDIAN SIGNATURE

DATE

BRIGHTON HIGH HOCKEY ADVISOR SIGNATURE

DATE

FOR OFFICE USE ONLY

Administrative Approval: The above-mentioned student has completed .5 PE elective credit for his/her participation in a full season of BRIGHTON HIGH HOCKEY

ADMINISTRATOR SIGNATURE

DATE

Registrar Entry:

REGISTRAR SIGNATURE

DATE

Please return this form to student's counselor

Student and guardian,

The following are the Individual Lifetime Activities Physical Education standards that the student athlete has shown achievement of through their participation on the Hockey Team.

ILA.1 Students will achieve a level of competency in motor skills and movement patterns.

- Refine skills through various means, self and peer assessment, computer analyses, and teacher (coach) feedback
- Participate in specialized skills that promote health related fitness
- Demonstrate proficiency

ILA Strand 2: Student will apply knowledge to attain efficient movement and performance.

- Apply terminology, skill specific cues, etc.
- Practice plan to improve performance
- Participate in a number of activities using advanced strategies and rules
- Identify concepts regarding the influence of individual differences in activity settings, and unsafe activities

ILA Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

- Benefits of physical active lifestyle
- Evaluate the validity of claims of commercial products and programs
- Analyze impact of choices, economics, motivation, and accessibility on exercise adherence and participation
- Participate several times a week
- Create a plan for training
- Implement strength and conditioning program
- Calculate target heart rate and apply HR information
- Benefits of proper nutrition, energy expenditure, create snack plan before, during, and after, menu plan
- Stress management techniques
- Physical activity increases longevity and quality of life

ILA Strand 4 – Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

- Accepting differences between personal characteristics and idealized body images and elite performance levels portrayed in media
- Act independently of peer pressure, healthy choices
- Setting goals, practicing, completing tasks, and activity time
- Utilize resources and materials to engage in home fitness activities
- Effects of environmental conditions (e.g., wind, temperate, humidity, altitude) on performance
- Identify risks and safety factors
- Moral and ethical conduct in competitive situations in sport (performance enhancing substances, gambling, etc)
- Leadership roles
- Self-officiate
- Communication skills, conflict resolution without confrontation and bullying
- Accepting others' ideas, cultural diversity, and body types by engaging in competitive and collaborative movement projects
- Strategies to include others

ILA Strand 5 - Students will appraise personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends & family.

- Mental, social, and psychological health benefits
- Choose appropriate level of challenge to experience success and desire to participate in activity
- Opportunity for social interaction and social support