

Whitfield County 4-H

2020-2021 Lessons

Teachers may request changes to this schedule in advance



Dear 4-H Friends,

Whitfield County 4-H looks forward to collaborating with you this school year!

These lessons are created to engage students in active learning through various hands-on activities on topics that cover multiple Georgia Standards of Excellence.

To schedule your school's meetings, please contact Lilian Sanchez.

Share your available days and times; we strive to be flexible in scheduling and to respond to emails as quickly as possible.

I am excited about meeting your new group of 5th grade students.

Wishing you an excellent 2020-2021 year!

September	Introduction to 4-H & Officer Election <i>(may omit)</i> ELAGSE5SL1, ELAGSE5SL2, SS5CG1a, SS5CG3a
October	Introduction to Project Achievement ELAGSE5RI1, ELAGSE5RI9, ELAGSE5W1, ELAGSE5W2, ELAGSE5W7, ELAGSE5W8
November	Project Achievement Presentations ELAGSE5SL4, ELAGSE5SL5
December	It's Electrifying! S5P2, S5P3
January	Poison Pump/Zoonoses S5L4
February	Inherited Traits S5L2
March	Georgia Barrier Islands <i>4-H Summer Camp Scholarship Letters</i> S5E1, ELAGSE5W4, ELAGSE5L1, ELAGSE5L2
April	Less Stress on the Test <i>(may omit)</i> VA5.CR.2a, PE5.5, HE5.7,
April/May	Finance and Career Awareness SS5E2, SS5E3, SS5E4

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An Equal Opportunity, Affirmative Action, Veteran, Disability Institution.

WHITFIELD COUNTY 4-H 5TH Grade Enrichment

2020-2021 In-School Club Meetings

Whitfield County 4-H offers an engaging in-school curriculum for 5th grade students. 4-H leaders provide monthly lessons that cover one or more of Georgia's Standards of Excellence. The University of Georgia Cooperative Extension has worked with the Georgia Board of Education to ensure that all 4-H lessons complement and enhance the GSE. 4-H meetings implement hands-on activities that are designed to help teachers introduce and/or reinforce the information and skills that students need for testing.

4-H Meeting Structure

1. Elected officers are responsible for opening each 4-H meeting according to their specific duties.
2. Students receive 4-H newsletters and handouts with information about events, contests, and community service opportunities as well as worksheets and *Friends* booklets needed for the lessons.
3. The 4-H leader presents the monthly educational lesson related to the Georgia Standards of Excellence.

Officer Responsibilities

President- Opens club meetings and maintains order. Ensures all officers are completing their assigned duties and assumes their responsibilities if they are absent.

Vice-President- Assumes presidential responsibilities if the President is absent. Responsible for choosing a student to read the "Thought of the Day" and lead the Pledge of Allegiance and the 4-H Pledge.

Secretary- Records meeting minutes to be read at the following meeting. Keep track of class roster and informs 4-H Leader of any changes in club enrollment.

Reporter- Collects completed 4-H materials to recognize student participation and turns them in to the 4-H leader. Reminds class of next club meeting date.

Tips for Teachers

- Consider how you can use 4-H to your advantage!
- Projects, contest entries, and worksheets can be used for school grades and to promote friendly competition that encourages students to do well throughout the school year.
- Designate a place where students will turn in completed 4-H materials and display information such as the reminder for the following meeting dates. This can be very helpful to the club officers.
- The University of Georgia requires students to be enrolled. A *NEW* online format has been developed to begin implementing this year.

Club of the Month

4-H challenges students to be active participants in their club meetings. Each month, students have various opportunities to earn points for their club.

The class with the most club points for the month receives the 4-H "Club of the Month" banner to display in their school/classroom, and their teacher receives a [\\$15 Office Depot gift card to be used in the classroom.](#)



At the end of the year, the class with the top overall score is named "**Club of the Year**" and receives a pizza party!!

Clover Cash

Clover Cash is an incentive for 5th grade 4-H'ers used to recognize individual class participation. Students are responsible for their own money and will exchange it at the end of the year for goodies.



How to earn Points/ Cash:

- Active class participation
- Turn in 4-H materials
 - **Friends* Magazines
 - *4-H Newsletters
 - *Lesson worksheets
- Compete in Project Achievement
- Collect drink/pop tabs for RMHC
- Participate in 4-H contests
 - *DPA, recipes, drawings, posters, writings, etc.
- Visit out-of-school 4-H events!



HEAD



HEART



HANDS



HEALTH

Project Achievement Information



- Teachers can choose to have all students participate in the 4-H Project Achievement process as it provides opportunities to issue class grades for reading, writing, and public speaking.
- Teachers encourage students to do research after school, and some provide classroom time for students to develop the research and writing skills discussed in the October meeting.
 - *Students present in the November 4-H meeting.*
- Each presentation should be limited to 5 minutes.
- In the event that class time runs out, 4-H leaders are happy to make time accommodations.
- 4-H leaders judge each presentation based on the rubric for Cloverleaf Project Achievement.
 - Four winners in each of the 62 categories are announced in the December newsletter and receive a written invitation to compete at Northwest Cloverleaf District Project Achievement (DPA) on either **January 23 or 30, 2021** at Georgia Highlands College in Rome, GA.
 - Additional 4-H'ers who do not place in their category are invited through a separate letter for the opportunity to represent Whitfield County 4-H at DPA in a *different category*. They can contact the 4-H leaders to see how their project can be placed in another project category or to create an entirely new project on a different topic.
- Students who want to participate in DPA need to contact the 4-H office and schedule an appointment with one of the 4-H leaders. Please encourage students to contact the 4-H office as soon as possible so there is time to make improvements and/or find replacements.
- Motivate 4-H'ers to think outside the box when selecting their projects. The greater the variety of categories represented in class demonstrations, the greater the number of students who can be invited to the Northwest Cloverleaf DPA competition.
- Please contact us if you need any assistance or have concerns or special needs regarding the 4-H Project Achievement process.
 - We hope you enjoy it as much as we do!



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4-H Summer Camp

Participation in 4-H Summer Camp has the potential to be a positive, life-changing experience for many children.



Annually, over 8,000 4-H'ers ages are accompanied by over 1,000 adult and teen leaders to travel to one of Georgia's unique 4-H centers for a week of camp.



Every camp offers adventure, friendship and fun, and all seek to develop the camper's Head, Heart, Hands and Health to make him or her a better, more well-rounded person.



Georgia's 4-H centers:

Burton 4-H Center: Tybee Island, GA

Fortson 4-H Center: Hampton, GA

Rock Eagle 4-H Center: Eatonton, GA

Wahsega 4-H Center: Dahlonega, GA

Georgia 4-H at Camp Jekyll: Jekyll Island, GA



Each center opens their doors to campers looking for an exciting summer experience. Enthusiastic and well-trained camp counselors, University of Georgia Extension employees, and certified volunteers work together to provide campers with unforgettable memories to last a lifetime!

Scholarship opportunities available!!!!

GEORGIA

4-H



WHITFIELD COUNTY 4-H

5TH Grade Lessons



Introduction to 4-H & Officer Elections (September)

4-H is the nation's largest youth development organization empowering future leaders. Georgia 4-H members are considered the youngest students of the University of Georgia. In this first meeting, students gain an understanding of the rich history of 4-H as well as topics pertaining to citizen responsibilities and voting rights. Students take an active role in becoming 4-H'ers by engaging in the enrollment and officer election processes which help to develop essential life skills.

Standards:

ELAGSE5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others ideas and expressing their own clearly.

ELAGSE5SL2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SS5CG1a: Explain the responsibilities of a citizen.

SS5CG3a: Explain how voting rights are protected by the 15th, 19th, 23rd, 24th, and 26th amendments.

Project Achievement (October & November)

In October, students are introduced to *4-H Project Achievement* and how to develop their research, writing, and presentation skills. Through the Project Achievement process, students explore an area of interest, practice the research method to learn more about their topics, and prepare presentations that effectively deliver the information to their teachers and classmates in the November meeting. 4-H leaders use a rubric to judge the quality of each student's public speaking abilities and visual aids. 4-H'ers who present the best quality demonstrations in each of the schools are invited to compete at the district level. This process builds multiple skills related to the Georgia Standards of Excellence.

Standards:

ELAGSE5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

ELAGSE5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

ELAGSE5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

ELAGSE5W8: Recall relevant information from experience or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

ELAGSE5SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

ELAGSE5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

It's Electrifying! (December)

4-H'ers learn about the atom, investigate static electricity, and identify necessary materials for completing an electric circuit. Through hands-on activities, 4-H'ers categorize household materials into insulators and conductors, determine which objects are magnetic, understand magnetic attraction, and explore the relationship between magnetism and electricity.

Standards:

S5P2: Obtain, evaluate, and communicate information to investigate electricity.

S5P3: Obtain, evaluate, and communicate information about magnetism and its relationship to electricity.

4-H PLEDGE

I pledge my **HEAD** to clearer thinking,
my **HEART** to greater loyalty,
my **HANDS** to larger service,
and my **HEALTH** to better living,
for my club, my community,
my country, and my world.



"To make the best better"

"Learn by doing"



4-H
SCHOOL
ENRICHMENT

Poison Pump/Zoonosis (January)

Using a real world connection, 4-H'ers analyze the presented data to gain an understanding of how water is a shared resource and how microorganisms in water can spread deadly diseases. 4-H'ers discuss healthy habits to prevent the harmful effects microorganisms can cause when passed between people and animals.

Standards:

S5L4: Obtain, evaluate, and communicate information about how microorganisms benefit or harm larger organisms.

Inherited Traits (February)

This lesson allows 4-H'ers to experience how traits are expressed in plants due to pollination and to recognize the differences between acquired and inherited physical traits. 4-H'ers discover information about trait expression and why inherited traits may not always be visible.

Standards:

S5L2: Obtain, evaluate, and communicate information showing that some characteristics of organisms are inherited and other characteristics are acquired.

Georgia Barrier Islands (March)

Through examination of the current state of Jekyll Island, 4-H'ers learn to locate the Georgia Barrier Islands and are able to identify specific surface features in the state. Causes of erosion and methods of beach reclamation are studied. Per a review on the state's geography, links are made to Georgia's agriculture industry. Additionally, 4-H'ers are encouraged to use their persuasive writing skills to create and submit letters for an opportunity of receiving a 4-H Summer Camp Scholarship.

Standards:

S5E1: Students will identify surface features of the Earth caused by constructive and destructive processes.

ELAGSE5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

ELAGSE5L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

ELAGSE5L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Less Stress on the Test (April)

Testing can be a serious stressor for many children and may take a toll on their health. Using art and physical activity, this lesson promotes the importance of identifying stress and using techniques to manage it well.

Standards:

VA5.CR.2a: Create original works of art that communicate value, opinions, and feelings.

PE5.5: The physically educated student recognized the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interactions.

HE5.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Finance/ Career Awareness (May)

Economics are examined as 4-H'ers learn about the finance career cluster and sectors in the U.S. economy through exploration of jobs related to financial services – spending, saving, and investing. 4-H'ers recognizes the importance of making good spending and saving decisions as they practice budgeting skills.

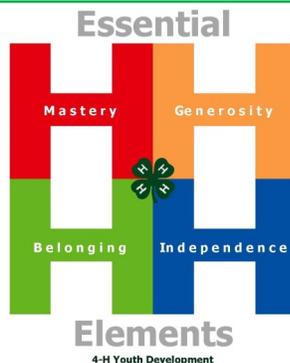
A summary of topics previously discussed provides insight into a variety of careers.

Standards:

SS5E2: Describe the functions of four major sectors in the U.S. economy.

SS5E3: Describe how consumers and producers interact in the U.S. economy.

SS5E4: Identify the elements of a personal budget (income, expenditures, and savings) and explain why personal spending and saving decisions are important.



4-H Essential Elements		
Mastery	Ability to engage in learning and believe that one can be successful	Competence
Independence	Self-determination to seek opportunities that can leave a positive impact	Character Confidence
Belonging	Feeling of community to know that one is accepted and cared about	Connection
Generosity	Value service and resolve to actively help others	Caring Character

