THE UNIVERSITY OF GEORGIA
COOPERATIVE EXTENSION
College of Agricultural and Environmental Sciences & Family and Consumer Sciences

Georgia 4-H Base Programming

4-H Youth Technology Leadership Team

The goal of the Georgia 4-H Technology Leadership Team is to increase the use of computers and new emerging technology including videography, graphic design, photography, writing, web development, web program delivery, wireless technology, science, engineering, computer programming, teaching and training 4-H'ers and adults to better the Georgia 4-H Program. The second and emerging goal of the team is to promote the Georgia 4-H program in any way we can. The team is composed of approximately twenty Senior 4-H'ers from across the state selected yearly through a competitive application process. .

Learning Outcomes:

- Develop leadership abilities, build character and assume citizenship responsibilities.
- Promote the Georgia 4-H program on the state and national levels
- Utilize and learn about new and emerging technologies
- Educate 4-H'ers and adults across the state on technology and technology safety and to keep 4-H'ers safe online
- Educate statewide and nationwide using the State Farm lab and meet the requirements of the State Farm Youth Advisory Board Grant
- Promote and run our online SET virtual 4-H club and the Need-a-computer project

Georgia Performance Standards:

High School: BCS-CMW-1. Students will explore the different careers available in the field of computing; BCS-CMW-2. Students will identify key developments and individuals relating to the history of computing and explore emerging technologies; BCS-CMW-3. Students will examine the professional and ethical issues involved in the use of computer technology; BCS-CMW-7. Students will demonstrate an understanding of how pictures, sounds, and video are represented in a computer; BCS-CMW-11. Students will demonstrate knowledge of networking trends and issues; BCS-CMW-12. Students will demonstrate the ability to search for information and evaluate search results; BCS-CMW-13. Students will examine Internet security issues and recognize the importance of working in a secure environment; BCS-CMW-14. Students will evaluate, compare, and contrast Web sites; BCS-CMW-15. Students will design and create a basic Web site. MKT-MP-12 Utilize promotional knowledge and skill for communicating information to achieve a desired marketing outcome; ELA9RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing; ELA9RC3 The student acquires new vocabulary in each content area and uses it correctly; ELA9W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure; ELA9W2 The student demonstrates competence in a variety of genres; ELA10W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure;

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4-H helps young people experience: An increased desire to make a difference in their communities – High levels of leadership, self esteem, public speaking, communication and planning skills – Improved School Performance – Motivation to help others – Overall improvement in civic identity and civic engagement.

ELA10W2 The student demonstrates competence in a variety of genres; ELA11W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure; ELA11W3 The student uses research and technology to support writing; ELA11LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions; ELA11LSV2 The student formulates reasoned judgments about written and oral communication in various media genres; ELA12W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure; ELA12W3 The student uses research and technology to support writing; ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions; ELA12LSV2 The student formulates reasoned judgments about written and oral communication in various media genres; The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

Essential Elements:
Primary: Mastery; Secondary: Generosity/ Belonging/ Independence

Mission Mandates:
Science/ Engineering/ Technology Secondary: Citizenship