4th Grade Coastal Center Experience

**Sunshine State Standards**

**SC.4.E.6.3** Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.

**SC.4.L.16.2** Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.

**SC.4.L.16.3** Recognize that animal behaviors may be shaped by heredity and learning.

**SC.4.L.16.4** Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants.

**SC.4.L.17.1** Compare the seasonal changes in Florida plants and animals to those in other regions of the country.

**SC.4.L.17.2** Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.

**SC.4.L.17.3** Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.

**SC.4.L.17.4** Recognize ways plants and animals, including humans, can impact the environment.

---

**Ray Touch Tank Program**

An interactive opportunity for students to understand food energy transport, seasonal changes and behaviors of stingrays.

**Objectives:**

Students should be able to:

- Understand how seasonal changes effect stingrays
- Recognize behaviors learned by our stingrays
- Acknowledge that there is a flow of energy from the Sun to the food stingrays eat

**Standards**


---

**Sea Turtle Program**

An entertaining lesson which explores behaviors, life stages, and food sources for sea turtles in the wild as well as for our 4 resident turtles.

**Objectives:**

Students should be able to:

- Recognize that sea turtle behaviors are shaped by heredity and learning
- Understand a sea turtles life cycle
- Understand that energy is transferred up the food chain

**Standards**

Invertebrate Touch Tank Program

A hands-on experience to explore the life stages of different invertebrates and learn their importance

Objectives:
Students should be able to:
  o Define the term invertebrate.
  o Be able to compare the different life stages of each invertebrate in the tank
  o Recognize the important impact that invertebrates have on the environment and food web

Standards  SC.4.L.16.4, SC.4.L.17.3, SC.4.L.17.4

Exhibit Hall Program

A fun worksheet that allows students to recognize different habitats and how each one influences the environment

Objectives:
Students should be able to:
  o Define the term vertebrate.
  o Recognize the effects nursery habitats have on our ecosystems and their importance in life cycles of animals
  o Compare nursery habitats in the Indian River Lagoon to others around the country