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.

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**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:

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

**Standards**


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

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

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**Ocean EcoCenter- Life along the Shore Program**

*A fun activity where students recognize how individuals can impact an environment*

**Objectives:**
Students should be able to:
- Define the terms renewable and nonrenewable.
- Recognize the effects animals and plants have on their ecosystem.
- Compare major life cycle changes in Florida animals.

**Standards**