

## 4<sup>th</sup> 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.

**Please Note:** Due to COVID-19, group size will dictate which exhibits are visited during your field trip. Certain exhibits may not be available to larger groups. We reserve the right to modify field trip programming without notice to ensure the safety of your students and our staff members.

---

---

### 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** SC.4.L.16.3, SC.4.L.17.1, SC.4.L.17.2, SC.4.L.17.3

---

### 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** SC.4.L.16.2, SC.4.L.16.3, SC.4.L.16.4, SC.4.L.17.2

### 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.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:

- Define the term vertebrate.
- Recognize the effects nursery habitats have on our ecosystems and their importance in life cycles of animals
- Compare nursery habitats in the Indian River Lagoon to others around the country

**Standards**      SC.4.E.6.3, SC.4.L.16.4, SC.4.L.17.1, SC.4.L.17.4

