The Shocking Truth About Electrical & Natural Gas Safety supports the following New Mexico Standards in the areas of Science and Health for grades 4-6:

**Grade 4**

**SCIENCE**

**Standard 1. Content of Science**
Students will understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy. Students will
2. know that energy is needed to get things done and that energy has different forms;
   iv. demonstrate how electricity flows through a simple circuit (e.g., by constructing one).

**HEALTH**

**Standard 1**
Students will comprehend concepts related to health promotion and disease prevention. Students will
1. identify/describe/understand the relationships between personal health behaviors and individual well-being;
   i. identify and understand how personal choices relate to health and how the consequences of those choices affect self and others (i.e., …personal safety, etc.).
4. describe how physical, social, and emotional environments influence personal health;
   iii. know how to access help (i.e., dial 911 in an emergency, trusted adult, etc.).
6. identify health problems that should be detected and treated early and explain how childhood injuries and illnesses can be prevented or treated;
   iv. list and understand safety rules for different situations (i.e., playground safety, bus safety, classroom rules, etc.).

**Standard 2**
Students will demonstrate the ability to access valid health information and health-promoting products and services. Students will
2. demonstrate the ability to locate resources from home, school, and community that provide valid health information;
   i. demonstrate ability to use emergency phone numbers (i.e., 911, poison control, etc.).
   ii. identify safe adults (i.e., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult, etc.);
   iii. recognize unsafe environments/situations.
4. demonstrate the ability to locate school and community health helpers;
   i. explain the role of safety officials (i.e., police, fire, security, crossing guard, etc.);
   ii. explain the role(s) of safe adults (i.e., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult, etc.).

Standard 3
Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will
5. develop injury prevention and management strategies for personal health;
   iii. recognize and demonstrate safety rules at home, in school, and in the community.

Grade 5
SCIENCE
Standard 1. Content of Science
Students will understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy. Students will
2. explain the physical processes involved in the transfer, change, and conservation of energy;
   iii. know that there are different forms of energy.

HEALTH
Standard 1
Students will comprehend concepts related to health promotion and disease prevention. Students will
1. explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death;
   i. describe risk factors and their association with health consequences in the areas related to…personal safety.
6. describe ways to reduce risks related to adolescent health issues;
   i. identify health risks in the areas related to…personal safety.

Standard 3
Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will
4. develop injury prevention and management strategies for personal and family health;
   i. identify factors that contribute to intentional and unintentional injuries.
   ii. identify strategies to prevent intentional and unintentional injuries.
Grade 6

SCIENCE

Standard 1. Content of Science
Students will understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy. Students will
2. explain the physical processes involved in the transfer, change, and conservation of energy;
   i. identify various types of energy (e.g., heat, light, mechanical, electrical, chemical, nuclear).

HEALTH

Standard 1
Students will comprehend concepts related to health promotion and disease prevention. Students will
1. explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death;
   i. describe risk factors and their association with health consequences in the areas related to...personal safety.
6. describe ways to reduce risks related to adolescent health issues;
   i. identify health risks in the areas related to...personal safety.

Standard 3
Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will
4. develop injury prevention and management strategies for personal and family health;
   i. identify factors that contribute to intentional and unintentional injuries.
   ii. identify strategies to prevent intentional and unintentional injuries.