

SOME WAYS THE TEN STORIES IN “KILLER VIRUS” CAN BE TIED TO ESSENTIAL LEARNING STANDARDS AND OUTCOMES.

ENGLISH:

Reading and Discussion: Students recognise that writers can express views and values other than their own.

EG. “Swimathon”. The children and their young swimming coach have very different reasons for spending time at the pool. What makes them eventually reach a common understanding?

Students can be encouraged to develop a critical understanding about the ways the writer positions the reader to accept particular views of people, characters and events. They can discuss the ways in which this novel presents opinions and evidence, justifies and persuades.

EG. “The Glitterland Tapes”. Discuss bullies versus victims and the other way around. Must all newcomers to a school be made to undergo some form of initiation?

Writing: Students can cooperate to explore and analyse challenging themes and issues.

EG “Party-plan”. Finn’s thoughts after his guests mess up his birthday party.

They can identify main issues in a topic, providing supporting detail and evidence for opinions, asking relevant clarifying questions and build on the ideas of others.

EG “The Hedge” and “First Kiss.” In both stories, the boys are isolates. Write an account of a typical day from their peers’ point of view.

CIVICS:

Students need to develop the knowledge, skills and behaviours that enable them to take action as informed, confident members of a diverse and inclusive Australian society.

EG “Alley-Cat”. How does life on this asteroid differ from now? Can you visualise a government controlling everyone to the extent it does in this story? How would you feel about this? Do think it inevitable?

GEOGRAPHY:

Students can use this text in a variety of geographic tools and skills, together with an inquiry based approach, to explore the flora and fauna of any mountain range.

EG The mountains as described in “Vertigo”

HISTORY:

Students can develop an understanding of change and continuity over time through the history of their local area. They learn about the organisation and lifestyle of those who settled there in the past. Students can learn that identity is complex, multifaceted and evolving.

EG. “Killer Virus” and Foto-Copier”, Though these stories are science fiction, students can use these as a basis to trace the history of modern technology such as TV, DVD, computers CD Players iPods, and cell phones.

SCIENCE:

Students can identify and explain the characteristics of physical and chemical changes. They identify and explain the connections between systems in the human body and what happens to various functions. They can identify and explain the relationships that exist within and between food chains in our environment.

EG. “The Glitter-land Tapes’. What it takes to prepare a runner to tackle a marathon. What kind of training, food, footwear, mindset is needed?
“Vertigo”. When and how does hypothermia occur?

MATHS:

The text can be used for mapping which includes numbers, space, measurement, chance and data.

EG “Vertigo” can be used to map a track over a mountain range and estimate the height of the chairlift when wind velocity changes. When is danger point reached?

PERSONAL LEARNING AND THINKING:

Students reflect on how their prior knowledge has changed. They can explore how personal values, perspective and attitudes contribute to the development of greater understanding.

EG “Everything You Ever Wanted.” Students can learn to make and justify changes to their thinking and develop awareness that others may have perceptions different from their own.