

Concept Map: A Great Heart

How can I express what it means to have a great heart, literally and figuratively, through song?

FQ 1

How does someone show a great heart, figuratively?

Heart Beat Analysis: Students express the emotional resonance of artwork through rhythm.

Got Heart?: After analyzing culturally reflective biographies, students use ABAB verse structure to describe the heart-centered values of courageous women. → Students write lyrics about those who've "Got Heart" in their own lives.

FQ 2

What is a great heart, literally?

The Circulatory Song: This brain-based mnemonic device helps students understand and gain long-term retention of how the healthy circulatory system functions and additionally functions as direct preparation for FQT 2. → Students engage in the **Music & Movement** routine to practice heart-healthy habits.

Frequent Feedback
Grows & Glows
Caught Having Heart
Summative Rubrics
Self-Reflections

FQ 3

How do the characters in *Love That Dog* show characteristics of great heart?

The Great Heart Theme Song: Students collect text evidence to support the emerging themes of the text. This evidence becomes content for the verses of the "Theme Song" while the collectively crafted chorus defines theme/names a theme in the text. → Students apply the text's themes to their lived experiences by collecting evidence from their own lives for extended lyrics.

FQ 4

What does it mean to have a great heart, literally and figuratively?

Figurative or Literal? A Songwriting Game: Students synthesize the content learned throughout the unit and prepare for their EOM Essays. → Students use learned song structures to write their own lyrics explaining why having a great heart - literally and figuratively - is important to them. An in-class "concert" can help share this information with families/the school community.