Unit 2: Improvisation/Informal Speeches

Content Area: **Language Arts Literacy**
Course(s): **Act It Out**
Time Period: **February**
Length: **5 weeks**
Status: **Published**

Transfer

Unit Goals and Objectives

- Demonstrate confidence and skills in public speaking such as pacing, identifying audience, eye contact and inflection
- Use body language to emphasize on idea within an oral presentation
- Combat stage fright through the use of different technique such as breathing exercises, focusing activities and vocal warm ups
- Use correct pronunciation and diction to accurately present a speech
- Utilize vocalized pauses to create an effect within an oral presentation
- Prepare and execute an impromptu speech or performance through the use of public speaking foundations and strategies

Enduring Understandings

Managing stage fright and nervousness.

Body language's affect on public speaking

Strategies for Immediate public speaking presentations

Essential Questions

How does an effective public speaker manage stage fright and use it to his/her advantage?

How does body language affect a speech's goal/outcome?

How does one think on one's feet and present an effective, impromptu speech?

Content

Vocabulary

Learning Objectives

- Combat stage fright through breathing and focusing exercises, and vocal warm ups.
- Use body language to create an effect or enhance an oral presentation
- Present an impromptu speech on an unknown topic
- Use vocalized pauses to create an emotional effect while speaking
- Using nervousness to one's advantage while speaking

Resources

Key Concepts/ Terms

- Adrenaline
- Animation
- Articulation
- Body Language
- Character Embodiment
- Dialect
- Dialogue
- Enunciation
- Improvisational Acting
- Impromptu Speech
- Optimum Pitch
- Pitch
- Positive Nervousness
- Presentation
- Pronunciation
- Self-awareness
- Stage Fright
- Vocalized Pause
- Vocal Variety
- Volume

Standards

CCSS.ELA-Literacy.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.8.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CCSS.ELA-Literacy.SL.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CCSS.ELA-Literacy.SL.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
CCSS.ELA-Literacy.SL.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CCSS.ELA-Literacy.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
CCSS.ELA-Literacy.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.