

Drag and Drop

What is Iteration and Innovation?

Below are examples of things throughout history. Your job is to mark each one as either an iteration or an innovation. If you're not sure what something is, look it up on the Internet. Read a bit about it. Is it a new version of something that already exists? Then it is an iteration. Is it the first of its kind? Then it is an innovation. Drag the red circle to the correct answer for each thing.

- | | | | |
|-----------------------|----------------------------------|-----------|------------|
| <input type="radio"/> | a) iPod | ITERATION | INNOVATION |
| <input type="radio"/> | b) Coca-Cola | ITERATION | INNOVATION |
| <input type="radio"/> | c) Kindle Paperwhite | ITERATION | INNOVATION |
| <input type="radio"/> | d) Fluorescent Bulb | ITERATION | INNOVATION |
| <input type="radio"/> | e) iPod Touch | ITERATION | INNOVATION |
| <input type="radio"/> | f) "I'm a Believer" - Smashmouth | ITERATION | INNOVATION |

/6

Reading Passage

Iteration at Your School

Things are always changing in the workplace. For example, your boss might decide he wants to do a job in a new way. There may be a new computer program your work has decided to use. Iteration is when a thing is changed or made better. This new change is positive and improves on a past item or method.

1. Think about something at your school that you think needs to be improved. What is it? Why does it need to get better? Explain. Type your answer in the box below.

/2

Comprehension Questions

5 Steps to Iterating and Innovating

1. Dream

Think of a new method, idea or product. What is yours? Type your answer in the box below.

2. Brave

Stick with your Dream idea, even if others don't like it. What were others saying about your idea? How did you feel? Type your answer in the box below.

/3

Marking Rubric

Name:

	Level 1	Level 2	Level 3	Level 4
Understanding Concepts ✓	Demonstrates a limited understanding of the concepts. Requires teacher intervention. <input type="checkbox"/>	Demonstrates a basic understanding of the concepts. Requires some intervention. <input type="checkbox"/>	Demonstrates a good understanding of the concepts. Requires no intervention. <input type="checkbox"/>	Demonstrates an excellent understanding of the concepts. Requires no intervention. <input type="checkbox"/>
Responses to the text ✓	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text. <input type="checkbox"/>	Expresses responses to the text with some effectiveness; supported by some proof from the text. <input type="checkbox"/>	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text. <input type="checkbox"/>	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text. <input type="checkbox"/>
Analysis of Concepts ✓	Interprets various concepts from the text with limited, unrelated details and incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with some details but also some incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with satisfactory details and good analysis. <input type="checkbox"/>	Interprets various concepts from the text with excellent details and thorough analysis. <input type="checkbox"/>
Application of Concepts ✓	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>

Total Score = /75