## Unit Cover Page

<table>
<thead>
<tr>
<th>Unit Title: ____________________________</th>
<th>Grade Levels: ____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject/Topic Areas: __________________</td>
<td></td>
</tr>
<tr>
<td>Key Words: ___________________________</td>
<td></td>
</tr>
<tr>
<td>Designed By: _________________________</td>
<td>Time Frame: ______________</td>
</tr>
<tr>
<td>School District: _____________________</td>
<td>School: _________________</td>
</tr>
</tbody>
</table>

**Brief Summary of Unit (including curricular context and unit goals):**
Unit design status:

- □ Completed template pages—Stages 1, 2, and 3
- □ Completed blueprint for each performance task
- □ Completed rubrics
- □ Directions to students and teachers
- □ Materials and resources listed
- □ Suggested accommodations
- □ Suggested extensions

Status: ○ Initial draft (date________)
○ Revised draft (date________)
○ Peer reviewed
○ Context reviewed
○ Field tested
○ Validated
○ Anchored

UBD Template, Page 2

Stage 1—Identify Desired Results

Established Goals:

What understandings are desired?

*Students will understand that...*
What essential questions will be considered?

What key knowledge and skills will students acquire as a result of this unit?

Students will know…

Students will be able to…

UBD Template, Page 3

Stage 2—Determine Acceptable Evidence

What evidence will show that students understand?

*Performance Tasks* (Summary in GRASPS form):
*Complete a Performance Task Blueprint for each task (next page).

Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples):

Student Self-Assessment and Reflection:
UBD Template, Page 4

Performance Task Blueprint

What understandings and goals will be assessed through this task?

What criteria are implied in the standards and understandings regardless of the task specifics? What qualities must student work demonstrate to signify that standards were met?

Through what authentic performance task will students demonstrate understanding?
What student products and performances will provide evidence of desired understandings?

By what criteria will student products and performances be evaluated?

UBD Template, Page 5 (formerly 6)

Stage 3- Plan Learning Experiences and Instruction

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tbody>
</table>