

# Course Outline

Marketing, Sales, and Service

REVISED: July/2021

**Job Title**

Real Estate Agent

**Career Pathway:**

Professional Sales

**Industry Sector:**

Marketing, Sales, and Service

**O\*NET-SOC CODE:**

41-9022.00

**CBEDS Title:**

Professional Sales I

**CBEDS No.:**

4130

**71-40-90**

## Real Estate Principles

**Credit:** 5

**Hours:** 60

**Course Description:**

This competency-based course is the second in a sequence of four designed for real estate. It prepares students for the California Real Estate salesperson's license examination. It includes instruction in the major aspects of real estate law, the California Department of Real Estate, contracts, deeds, titles, encumbrances, leases, financing, land descriptions, business opportunities, real estate computation, and ethics. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

**Prerequisites:**

Enrollment requires concurrent high school students to be 18 years of age upon completion of the course.

**NOTE:** For Perkins purposes this course has been designated as a **capstone** course.

Department of Real Estate (DRE) Approval No. **4408-19 effective 3/12/2020**. DRE Statutory/Pre-License Course Completion Certificate provides maximum of 45 credit hours.

This course cannot be repeated once a student receives a Certificate of Completion.



## **COURSE OUTLINE COMPETENCY-BASED COMPONENTS**

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

### **COURSE OUTLINE COMPONENTS**

### **LOCATION**

#### **GOALS AND PURPOSES**

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

#### **PERFORMANCE OBJECTIVES OR COMPETENCIES**

pp. 7-22

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

**COURSE OUTLINE COMPETENCY-BASED COMPONENTS**  
**(continued)**

**COURSE OUTLINE COMPONENTS**

**LOCATION**

**INSTRUCTIONAL STRATEGIES**

p. 24

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

**UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT**

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

pp. 7-22

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

**EVALUATION PROCEDURES**

pp. 24-25

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

**REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT**

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

## ***ACKNOWLEDGMENTS***

Thanks to EDWIN TORRES and LUZ GRANADOS for developing and editing this course outline. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers. Gratitude also goes to CELIA DOMINGUEZ for her leadership in planning and facilitating this program.

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# **CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS**

## **Marketing, Sales, and Services Industry Sector Knowledge and Performance Anchor Standards**

### **1.0 Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Marketing, Sales, and Services academic alignment matrix for identification of standards

### **2.0 Communications**

Acquire and accurately use Marketing, Sales, and Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

### **3.0 Career Planning and Management**

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

### **4.0 Technology**

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Marketing, Sales, and Services sector workplace environment.

### **5.0 Problem Solving and Critical Thinking**

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Marketing, Sales, and Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

### **6.0 Health and Safety**

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Marketing, Sales, and Services sector workplace environment.

### **7.0 Responsibility and Flexibility**

Initiate and participate in a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Marketing, Sales, and Services sector workplace environment and community settings.

### **8.0 Ethics and Legal Responsibilities**

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

### **9.0 Leadership and Teamwork**

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the DECA career technical student organization

### **10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Marketing, Sales, and Services sector, following procedures when carrying out experiments or performing technical tasks.

### **11.0 Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the Marketing, Sales, and Services anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the DECA career technical student organization.

## ***Marketing, Sales, and Services Pathway Standards***

### **B. Professional Sales Pathway**

Develop knowledge and skills in the theory and practice of sales designed to provide a professional foundation to those involved in personal selling careers, including the fundamentals of personal selling with an emphasis on customer behavior, persuasive presentation of ideas, products and services, and developing sales goals.

#### **Sample occupations associated with this pathway:**

- ◆ Customer Service Representative
- ◆ Retail Salesperson
- ◆ Sales Manager
- ◆ Real Estate Broker
- ◆ Fashion buyer

- B1.0 Understand the interrelationships between economic and marketing concepts and selling.
- B2.0 Analyze and evaluate legal, moral, and ethical issues affecting selling and sales management.
- B3.0 Analyze customer/client behavior in the selling process.
- B4.0 Understand the nature and scope of the functions associated with personal and business sales strategies, product knowledge, support activities, and management of selling techniques.
- B5.0 Examine different types of sales pathways.
- B6.0 Analyze the support activities of sales staff and management.
- B7.0 Complete a strategic plan that includes establishing individual and company sales goals to guide the activities of the sales staff.
- B8.0 Access and use marketing information to enhance sales opportunities and activities.

**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the Real Estate Principles Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. INTRODUCTION TO REAL ESTATE</p> <p>Explain what property is, what fixtures are, and the methods of land description.</p> <p>(1.5 hours)</p>	<ol style="list-style-type: none"> <li>1. Define real estate.</li> <li>2. Define personal and real property and give examples of each.</li> <li>3. Explain the term ‘bundle of rights’ and list each of those rights.</li> <li>4. Discuss methods of land description.</li> <li>5. Pass a test covering safe office practices and procedures with a score of 100%.</li> </ol>	<p><b>Career Ready Practice:</b> 2, 5, 11</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.3, 2.4, 2.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Ethics and Legal Responsibilities: 8.3, 8.4 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B3.2, B3.3, B3.5, B3.6, B4.1, B6.1,</p>
<p>B. EVALUATION – INTRODUCTION TO REAL ESTATE</p> <p>(0.5 hour)</p>	<ol style="list-style-type: none"> <li>1. Pass a test.</li> </ol>	<p><b>Career Ready Practice:</b> 5</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.2, 5.3, 5.4 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B3.2, B3.3, B3.5, B3.6, B4.1, B6.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>C. ESTATES, TRANSFERS, AND TITLES</p> <p>Know the types of estates (ownership), the ways in which title can be held, and the methods of transferring real property.</p> <p>(2.5 hours)</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast the difference between Freehold and less than Freehold Estates.</li> <li>2. Explain Acquisition and Transfer of Real Property.</li> <li>3. Analyze the various forms of titles, transfers and estates.</li> <li>4. Explain Recording and Acknowledgment.</li> </ol>	<p><b>Career Ready Practice:</b> 2, 5, 11</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.3, 2.4, 2.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Ethics and Legal Responsibilities: 8.3, 8.4 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B2.1, B3.5, B3.6,</p>
<p>D. EVALUATION – ESTATES, TRANSFERS, AND TITLES</p> <p>(0.5 hour)</p>	<ol style="list-style-type: none"> <li>1. Pass a test.</li> </ol>	<p><b>Career Ready Practice:</b> 5</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.2, 5.3, 5.4 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B3.2, B3.3, B3.5, B3.6, B4.1, B6.1</p>
<p>E. ENCUMBRANCES</p> <p>Understand the two main types of encumbrances and the two types of homesteads.</p>	<ol style="list-style-type: none"> <li>1. Define encumbrance, Lien, Easement, and Encroachment.</li> <li>2. Describe the key characteristics of Mechanics' Liens and Judgment Liens.</li> <li>3. Discuss the details of California Homestead Law.</li> </ol>	<p><b>Career Ready Practice:</b> 2, 5, 11</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(1.5 hours)		Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Ethical and Legal Responsibilities: 8.3, 8.4 Knowledge and Skills: 10  <b>CTE Pathway:</b> B3.5
F. EVALUATION – ENCUMBRANCES  (0.5 hour)	1. Pass a test.	<b>Career Ready Practice:</b> 5  <b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.2, 5.3, 5.4 Technical Knowledge and Skills: 10.1  <b>CTE Pathway:</b> B3.2, B3.3, B3.5, B3.6, B4.1, B6.1
G. REAL ESTATE AGENCY AND ITS RESPONSIBILITIES  Understand principles of agency law and ethical conduct.  (2.5 hours)	1. Define agency. 2. List the three ways in which agencies are created. 3. Discuss the fiduciary relationship that exists between a principal and a real estate agent. 4. Explain the difference between a single agency and a dual agency. 5. Describe the agency differences between salespersons and brokers.	<b>Career Ready Practice:</b> 2, 5, 11  <b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Ethical and Legal Responsibilities: 8.3, 8.4 Knowledge and Skills: 10  <b>CTE Pathway:</b> B3.5, B4.2, B4.5

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>H. EVALUATION – REAL ESTATE AGENCY AND ITS RESPONSIBILITIES</p> <p>(0.5 hour)</p>	<p>1. Pass a test.</p>	<p><b>Career Ready Practice:</b> 5</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.2, 5.3, 5.4 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B3.2, B3.3, B3.5, B3.6, B4.1, B6.1</p>
<p>I. CONTRACTS IN GENERAL (GOING DIGITAL)</p> <p>Understand the elements of contracts, the performance and non-performance of a contract, and how to remedy a breach of contract.</p> <p>(2.5 hours)</p>	<p>1. Explain contracts in general. 2. List elements of a contract. 3. Discuss remedies for breach of contract. 4. List steps in the residential purchase agreement (paper or digital).</p>	<p><b>Career Ready Practice:</b> 2, 5, 11</p> <p><b>CTE Anchor:</b> Communications: 2.2, 2.3, 2.6 Technology: 4.6 Problem Solving and Critical Thinking: 5.1, 5.3, 5.4 Ethics and Legal Responsibilities: 8.3, 8.4 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B2.1, B2.4, B3.5, B4.2</p>
<p>J. EVALUATION – CONTRACTS IN GENERAL (GOING DIGITAL)</p>	<p>1. Pass a test.</p>	<p><b>Career Ready Practice:</b> 5</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking:</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(0.5 hour)		5.2, 5.3, 5.4 Technical Knowledge and Skills: 10.1  <b>CTE Pathway:</b> B3.2, B3.3, B3.5, B3.6, B4.1, B6.1
K. LANDLORD AND TENANT  Understand the contractual factors a landlord and a tenant need to consider before entering a lease.	<ol style="list-style-type: none"> <li>1. Define a lease and list four types of leasehold estates.</li> <li>2. Explain the difference between a sublease and an assignment of a lease.</li> <li>3. Discuss the duties and responsibilities landlords and tenants owe to each other.</li> <li>4. Discuss property management (real estate required).</li> </ol>	<b>Career Ready Practice:</b> 2, 5, 11  <b>CTE Anchor:</b> Communications: 2.2, 2.3 Problem Solving and Critical Thinking: 5.3, 5.4 Ethics and Legal Responsibilities: 8.3, 8.4 Technical Knowledge and Skills: 10.1  <b>CTE Pathway:</b> B2.1, B2.2, B2.3, B3.5, B4.2
L. EVALUATION – LANDLORD AND TENANT  (0.5 hour)	<ol style="list-style-type: none"> <li>1. Pass a test.</li> </ol>	<b>Career Ready Practice:</b> 5  <b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.2, 5.3, 5.4 Technical Knowledge and Skills: 10.1  <b>CTE Pathway:</b> B3.2, B3.3, B3.5, B3.6, B4.1, B6.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>M. ESCROWS AND TITLE INSURANCE</p> <p>Comprehend the escrow process and the functions and types of title insurance.</p> <p>(2.5 hours)</p>	<ol style="list-style-type: none"> <li>1. Explain the purpose of escrow and list the legal requirements for a valid escrow.</li> <li>2. Describe the basic services provided by title insurance companies.</li> <li>3. Discuss the different types of title insurance policies.</li> <li>4. Analyze the purpose of title insurance.</li> </ol>	<p><b>Career Ready Practice:</b> 2, 5, 11</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3 Problem Solving and Critical Thinking: 5.2, 5.3, 5.4 Ethics and Legal Responsibilities: 8.2, 8.3 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B2.1, B2.2, B3.1, B3.2, B3.5, B4.5, B4.6</p>
<p>N. EVALUATION – ESCROWS AND TITLE INSURANCE</p> <p>(0.5 hour)</p>	<ol style="list-style-type: none"> <li>1. Pass a test.</li> </ol>	<p><b>Career Ready Practice:</b> 5</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.2, 5.3, 5.4 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B3.2, B3.3, B3.5, B3.6, B4.1, B6.1</p>
<p>O. MID-TERM EVALUATION</p>	<ol style="list-style-type: none"> <li>1. Pass mid-term exam.</li> </ol>	<p><b>Career Ready Practice:</b> 5</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.2, 5.3, 5.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(1 hour)		Technical Knowledge and Skills: 10.1  <b>CTE Pathway:</b> B3.2, B3.3, B3.5, B3.6, B4.1, B6.1
P. REAL ESTATE FINANCE  Understand principles of real estate finance.	<ol style="list-style-type: none"> <li>1. List the financing instruments used in California and the laws governing them.</li> <li>2. List important clauses in financial instruments.</li> <li>3. Discuss interest and types of loans.</li> <li>4. Discuss default and foreclosure of a trust deed.</li> <li>5. Discuss truth in lending act (regulation z) and other acts.</li> </ol>	<b>Career Ready Practice:</b> 2, 5, 11  <b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3 Technology: 4.3, 4.6 Problem Solving and Critical Thinking: 5.2, 5.3, 5.4 Ethics and Legal Responsibilities: 8.2, 8.3 Technical Knowledge and Skills: 10.1  <b>CTE Pathway:</b> B2.1, B2.2, B2.4, B3.2, B3.3, B3.5, B4.1, B4.2, B4.5, B8.1
Q. EVALUATION – REAL ESTATE FINANCE	<ol style="list-style-type: none"> <li>1. Pass a test.</li> </ol>	<b>Career Ready Practice:</b> 5  <b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.2, 5.3, 5.4 Technical Knowledge and Skills: 10.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(0.5 hour)		<b>CTE Pathway:</b> B3.2, B3.3, B3.5, B3.6, B4.1, B6.1
R. FINANCIAL INSTITUTIONS  Understand institutions of real estate financing.	<ol style="list-style-type: none"> <li>1. List institutional lenders.</li> <li>2. Define mortgage insurance and when it is required.</li> <li>3. Discuss government – back loans – FHA, VA, and CAL-VET loans.</li> <li>4. Define the secondary mortgage market.</li> </ol>	<b>Career Ready Practice:</b> 2, 5, 8, 11  <b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3 Technology: 4.2, 4.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Responsibility and Flexibility: 7.1 Ethics and Legal Responsibilities: 8.3, 8.4 Technical Knowledge and Skills: 10.1  <b>CTE Pathway:</b> B2.4, B3.1, B3.2, B4.5, B5.1, B5.2, B5.3
(2.5 hours)	<ol style="list-style-type: none"> <li>1. Pass a test.</li> </ol>	<b>Career Ready Practice:</b> 5  <b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.2, 5.3, 5.4 Technical Knowledge and Skills: 10.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(0.5 hour)		<b>CTE Pathway:</b> B3.2, B3.3, B3.5, B3.6, B4.1, B6.1
T. APPRAISAL BASICS  Understand the basics of real estate appraisal.	<ol style="list-style-type: none"> <li>1. Define appraisal process (several logical steps plus delivery).</li> <li>2. Discuss general data and specific data.</li> <li>3. Discuss seven of the basic appraisal principles.</li> </ol>	<b>Career Ready Practice:</b> 2, 5, 11, 12  <b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3 Technology: 4.3 Problem Solving and Critical Thinking: 5.1, 5.2 Responsibility and Flexibility: 7.2 Ethics and Legal Responsibilities: 8.3, 8.4 Technical Knowledge and Skills: 10.1  <b>CTE Pathway:</b> B2.4, B3.1, B3.2, B4.5, B5.1, B5.2, B5.3
(0.5 hour)	<ol style="list-style-type: none"> <li>1. Pass a test.</li> </ol>	<b>Career Ready Practice:</b> 5  <b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.2, 5.3, 5.4 Technical Knowledge and Skills: 10.1  <b>CTE Pathway:</b> B3.2, B3.3, B3.5, B3.6, B4.1, B6.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>V. APPRAISAL METHODS</p> <p>Understand significant approaches used in real estate appraisal.</p> <p>(3.5 hours)</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast the various appraisal methods.</li> <li>2. Differentiate the California Office of Real Estate appraisal license categories and educational requirements for each.</li> </ol>	<p><b>Career Ready Practice:</b> 2, 5, 11, 12</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3 Career Planning and Management: 3.4 Technology: 4.3 Problem Solving and Critical Thinking: 5.1, 5.2 Responsibility and Flexibility: 7.2 Ethics and Legal Responsibilities: 8.2, 8.3, 8.4 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B2.1, B2.3, B2.4, B4.1, B4.6</p>
<p>W. EVALUATION – APPRAISAL METHODS</p> <p>(0.5 hour)</p>	<ol style="list-style-type: none"> <li>1. Pass a test.</li> </ol>	<p><b>Career Ready Practice:</b> 5</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.2, 5.3, 5.4 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B3.2, B3.3, B3.5, B3.6, B4.1, B6.1</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>X. SUBDIVISIONS AND GOVERNMENT CONTROL</p> <p>Explain the underwriting guidelines of the various loan programs in real estate finance.</p> <p>(4.5 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe the main goals of a community general plan.</li> <li>2. Explain the difference between government use of police power and eminent domain.</li> <li>3. List the major characteristics of the subdivision map act and the subdivided lands act.</li> <li>4. List the major fair housing laws that prohibit discrimination in the selling or renting of real estate.</li> </ol>	<p><b>Career Ready Practice:</b> 2, 5, 11, 12</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3 Technology: 4.3, 4.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Responsibility and Flexibility: 7.2 Ethics and Legal Responsibilities: 8.2, 8.3, 8.4 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B2.1, B3.1, B3.2, B3.5, B4.6, B7.3</p>
<p>Y. EVALUATION – SUBDIVISIONS AND GOVERNMENT CONTROL</p> <p>(0.5 hour)</p>	<ol style="list-style-type: none"> <li>1. Pass a test.</li> </ol>	<p><b>Career Ready Practice:</b> 5</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.2, 5.3, 5.4 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B3.2, B3.3, B3.5, B3.6, B4.1, B6.1</p>
<p>Z. TAXATION OF REAL ESTATE</p>	<ol style="list-style-type: none"> <li>1. Describe the real property tax assessment procedure as required by Proposition 13.</li> <li>2. List the rules regarding the date and manner of payment of real property taxes.</li> </ol>	<p><b>Career Ready Practice:</b> 2, 5, 11, 12</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>Understand terms and procedures relative to federal income taxation, California state taxation, and local taxation.</p> <p>(2.5 hours)</p>	<ol style="list-style-type: none"> <li>3. Discuss the difference between taxes on personal residence and taxes for income-producing properties.</li> <li>4. List the income tax advantages of real estate ownership.</li> </ol>	<p><b>CTE Anchor:</b>  Communications:  2.1, 2.2, 2.3  Technology:  4.3, 4.6  Problem Solving and Critical Thinking:  5.1, 5.2, 5.3, 5.4  Responsibility and Flexibility:  7.1, 7.2, 7.4  Ethics and Legal Responsibilities:  8.2, 8.3, 8.4  Technical Knowledge and Skills:  10.1</p> <p><b>CTE Pathway:</b>  B1.2, B2.1, B2.2, B3.1, B3.2, B3.3, B3.5, B4.1, B4.2, B4.5, B4.6</p>
<p>AA. EVALUATION – TAXATION OF REAL ESTATE</p> <p>(0.5 hour)</p>	<ol style="list-style-type: none"> <li>1. Pass a test.</li> </ol>	<p><b>Career Ready Practice:</b>  5</p> <p><b>CTE Anchor:</b>  Problem Solving and Critical Thinking:  5.2, 5.3, 5.4  Technical Knowledge and Skills:  10.1</p> <p><b>CTE Pathway:</b>  B3.2, B3.3, B3.5, B3.6, B4.1, B6.1</p>
<p>BB. LICENSING, EDUCATION, AND ASSOCIATIONS</p> <p>Understand principles of California Real Estate License Law, Agency Law, and Code of</p>	<ol style="list-style-type: none"> <li>1. Explain the licensing requirements for a salesperson and broker.</li> <li>2. Compare and contrast real estate law and regulations.</li> <li>3. Analyze the common real estate law violations.</li> <li>4. Explain under what circumstances the recovery fund would be available to the general public.</li> </ol>	<p><b>Career Ready Practice:</b>  2, 5, 8, 11, 12</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>Ethics. – Apply accepted standards of ethics in all transactions.</p> <p>(4.5 hours)</p>	<p>5. Compare and contrast the various trade and professional associations.</p>	<p><b>CTE Anchor:</b>  Communications:  2.1, 2.2, 2.3  Career Planning and Management:  3.1, 3.2, 3.4  Technology:  4.3, 4.6  Problem Solving and Critical Thinking:  5.1,5.2, 5.3, 5.4  Ethics and Legal Responsibilities:  8.2, 8.3, 8.4  Technical Knowledge and Skills:  10.1</p> <p><b>CTE Pathway:</b>  B2.4, B3.1, B3.2, B3.3, B3.5, B3.6, B4.1, B4.5, B4.6</p>
<p>CC. EVALUATION – LICENSING, EDUCATION, AND ASSOCIATIONS</p> <p>(0.5 hour)</p>	<p>1. Pass a test.</p>	<p><b>Career Ready Practice:</b>  5</p> <p><b>CTE Anchor:</b>  Problem Solving and Critical Thinking:  5.2, 5.3, 5.4  Technical Knowledge and Skills:  10.1</p> <p><b>CTE Pathway:</b>  B3.2, B3.3, B3.5, B3.6, B4.1, B6.1</p>
<p>DD. REAL ESTATE MATH</p> <p>Demonstrate the ability to solve real estate math problems.</p>	<p>1. Explain how to calculate the area of various shapes.  2. Calculate percentage equations, commissions and selling price and interest rate problems.  3. Explain when and how prorations are used.  4. Explain how to calculate depreciation for tax purposes.</p>	<p><b>Career Ready Practice:</b>  2, 5, 8, 11, 12</p> <p><b>CTE Anchor:</b>  Communications:  2.1, 2.2, 2.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5.5 hours)		<p>Technology: 4.2, 4.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Responsibility and Flexibility: 7.1, 7.2 Ethics and Legal Responsibilities: 8.2, 8.3, 8.4 Technical Knowledge and Skills 10.1</p> <p><b>CTE Pathway:</b> B1.2, B2.3, B3.1, B3.2, B3.3, B3.6, B4.1, B4.5, B4.6,</p>
EE. EVALUATION – REAL ESTATE MATH  (0.5 hour)	1. Pass a test.	<p><b>Career Ready Practice:</b> 5</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.2, 5.3, 5.4 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> B3.2, B3.3, B3.5, B3.6, B4.1, B6.1</p>
FF. EMPLOYABILITY SKILLS  Demonstrate competency in job search and acquisition skills.	<ol style="list-style-type: none"> <li>1. Describe the steps in a job search.</li> <li>2. Write a résumé and cover letter; describe the value of résumés and personal networking in obtaining employment.</li> <li>3. Complete a job application form legibly.</li> <li>4. Demonstrate work habits: punctuality and regular attendance.</li> <li>5. Describe job interview preparation: dress, references, résumé, transcripts, work permit, interview, and follow-up.</li> <li>6. Participate in a mock interview as an applicant and describe employee’s point of view.</li> <li>7. Participate in a mock interview as an employer and describe employer’s point of view.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3, 2.4, 2.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)	<ol style="list-style-type: none"> <li>8. Describe civil, age and equal rights in employment and what constitutes discriminatory hiring practices.</li> <li>9. Describe employer's rights: attendance, punctuality, attitude, grooming, honesty, industrial safety, substance abuse.</li> <li>10. Describe statutory, compensatory and employer-sponsored benefits.</li> <li>11. Define gross/net pay; federal, state, FICA, SDI taxes and the W-4 form.</li> <li>12. Describe customer service as a method of building permanent relationships between the organization and the customer.</li> </ol>	<p>Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9</p> <p>Technology: 4.3, 4.4, 4.5</p> <p>Problem Solving and Critical Thinking: 5.1, 5.3, 5.4</p> <p>Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7</p> <p>Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.6, 7.7</p> <p>Ethics and Legal Responsibilities: 8.2, 8.3, 8.4, 8.5, 8.6, 8.8</p> <p>Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.15</p> <p>Demonstration and Application: 11.2, 11.5</p> <p><b>CTE Pathway:</b> B2.4, B3.7, B4.1,</p>
<p>GG. EVALUATION</p> <p>Pass final evaluation.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge of real estate principles by passing a final examination with 70% accuracy, covering the complete course under conditions as prescribed by the California Department of Real Estate.</li> </ol>	<p><b>Career Ready Practice:</b> 5</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.2, 5.3, 5.4</p> <p>Technical Knowledge and Skills: 10.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)		<b>CTE Pathway:</b> B3.2, B3.3, B3.5, B3.6, B4.1, B6.1

## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTBOOKS**

Walt Huber, California Real Estate Principles, 15<sup>th</sup> Edition, Educational Textbook Company, Inc. 2017

### **RESOURCES**

Employer Advisory Board members

California Department of Real Estate (DRE), [www.bre.ca.gov](http://www.bre.ca.gov)

Bureau of Labor Statistics, U.S. Department of Labor. *Occupational Outlook Handbook*, <https://www.bls.gov/ooh/>

CDE Model Curriculum Standards for Marketing, Sales, and Services  
<http://www.cde.ca.gov/ci/ct/sf/documents/mktsaleservices.pdf>

### **COMPETENCY CHECKLIST**

## ***TEACHING STRATEGIES and EVALUATION***

### **METHODS AND PROCEDURES**

- A. Lectures and discussions
- B. Demonstrations
- C. Multimedia presentations
- D. Individualized instruction
- E. Small group work
- F. Write practice contracts and forms

### **EVALUATION**

SECTION B – Evaluation—Introduction to Real Estate – Pass a safety test with a score of 100%.

SECTION D – Evaluation—Estates, Transfers, and Titles– Pass a test.

SECTION F – Evaluation Encumbrances – Pass a test.

SECTION H – Evaluation – Real Estate Agency and Its Responsibilities– Pass a test.

SECTION J – Evaluation – Contracts in General (Going Digital) – Pass a test.

SECTION L – Evaluation – Landlord and Tenant– Pass a test.

SECTION M – Evaluation – Escrows and Title Insurance – Pass a test.

SECTION O – Evaluation – Mid-term Evaluation – Pass a test.

SECTION Q – Evaluation – Real Estate Finance – Pass a test.

SECTION S – Evaluation – Financial Institutions – Pass a test.

SECTION U – Evaluation – Appraisal Basics – Pass a test.

SECTION W – Evaluation – Appraisal Methods – Pass a test.

SECTION Y – Evaluation – Subdivisions and Government Control – Pass a test.

SECTION AA – Evaluation – Taxation of Real Estate – Pass a test.

SECTION CC – Evaluation – Licensing, Education, and Associations – Pass a test.



SECTION EE – Evaluation – Real Estate Math – Pass a test.

SECTION GG – Final Evaluation – Pass a final examination covering the complete course under conditions as prescribed by the California Department of Real Estate with a minimum score of 70% or higher.

## ***Standards for Career Ready Practice***

**1. Apply appropriate technical skills and academic knowledge.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

**2. Communicate clearly, effectively, and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

**3. Develop an education and career plan aligned with personal goals.**

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

**4. Apply technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

**5. Utilize critical thinking to make sense of problems and persevere in solving them**

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

**6. Practice personal health and understand financial literacy.**

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

**7. Act as a responsible citizen in the workplace and the community.**

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

**8. Model integrity, ethical leadership, and effective management.**

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

**9. Work productively in teams while integrating cultural and global competence.**

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

**10. Demonstrate creativity and innovation.**

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

**11. Employ valid and reliable research strategies.**

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

**12. Understand the environmental, societal, and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

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## Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

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