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 1

CBEDS No.: 4130

71-40-90

Real Estate Agent: Principles

Credits: 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. 894-87.

This course cannot be repeated once a student receives a Certificate of Completion.
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; SCCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

**COURSE OUTLINE COMPONENTS**

**GOALS AND PURPOSES**

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**

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 COMPONENTS

INSTRUCTIONAL STRATEGIES

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

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.

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

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

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 KARL PORTER and MATTHEW OBERANDER for developing and editing this course outline. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

ANA MARTINEZ
Specialist
Career Technical Education

ROSARIO GALVAN
Administrator
Division of Adult and Career Education

APPROVED:

JOE STARK
Executive Director
Division of Adult and Career Education
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.
### A. INTRODUCTION

Explain what property is, what fixtures are, and the methods of land description.

1. Define ownership.
2. Name and define the two types of property.
3. List the five tests used to determine if an item is fixture.
4. Describe trade fixtures.
5. Describe the three accepted methods used to determine property identification.
6. Describe safe office practices and procedures.
7. Pass a test covering safe office practices and procedures with a score of 100%.

**Career Ready Practice:**

2, 4, 5, 11

**CTE Anchor:**

**Communications:**

2.1, 2.3, 2.4, 2.5

**Technology:**

4.3, 4.6

**Problem Solving and Critical Thinking:**

5.2, 5.3, 5.4

**Health and Safety:**

6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7

**CTE Pathway:**

B2.1, B2.2, B3.1, B3.2, B3.3, B3.5, B3.6, B4.1, B4.2, B4.5, B5.1, B5.2, B5.3, B6.1, B7.1

(2 hours)

### B. ESTATES, TRANSFERS, AND TITLES

Know the types of estates (ownership), the ways in which title can be held, and the methods of transferring real property.

1. Differentiate between freehold and less-than-freehold estates.
2. List and describe the six basic ways to transfer real property.
3. Define the terms title and vesting.
4. List and describe the five ways a person, or persons, may hold title to real property.
5. List the instruments that affect real property.
6. Define recording and describe how it affects the instruments.
7. Define the term “acknowledgement” and describe how it affects the recording process.

**Career Ready Practice:**

2, 5, 11

**CTE Anchor:**

**Communications:**

2.1, 2.3, 2.4, 2.5

**Technology:**

4.3, 4.6

**Problem Solving and Critical Thinking:**

5.2, 5.3, 5.4
<table>
<thead>
<tr>
<th>COMPETENCY AREAS AND STATEMENTS</th>
<th>MINIMAL COMPETENCIES</th>
<th>STANDARDS</th>
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<td><strong>C. ENCUMBRANCES</strong>&lt;br&gt;Understand the two main types of encumbrances and the two types of homesteads.</td>
<td>1. Define encumbrance.&lt;br&gt;2. List and describe money type encumbrances.&lt;br&gt;3. List and describe physical use encumbrances.&lt;br&gt;4. Describe the two types of homesteads.</td>
<td><strong>Career Ready Practice:</strong>&lt;br&gt;2, 11&lt;br&gt;<strong>CTE Anchor:</strong>&lt;br&gt;Communications: 2.1&lt;br&gt;Technology: 4.3&lt;br&gt;Problem Solving and Critical Thinking: 5.2&lt;br&gt;<strong>CTE Pathway:</strong>&lt;br&gt;B3.1, B3.2, B4.5, B5.1, B5.2, B5.3</td>
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<td><strong>D. AGENCY AND ITS RESPONSIBILITIES</strong>&lt;br&gt;Understand principles of agency law and ethical conduct.</td>
<td>1. Define an agency.&lt;br&gt;2. Describe the parties and types of agency relationships.&lt;br&gt;3. Describe the responsibilities of an agency.&lt;br&gt;4. Define the responsibilities of an agency.&lt;br&gt;5. Describe the liabilities of an agent.&lt;br&gt;6. List and describe the three basic types of listings.&lt;br&gt;7. Define multiple listing and Multiple Listing Service.&lt;br&gt;8. Describe the process of earning commissions.&lt;br&gt;9. Describe the six subcategories and the methods used to terminate an agency relationship.</td>
<td><strong>Career Ready Practice:</strong>&lt;br&gt;2, 11&lt;br&gt;<strong>CTE Anchor:</strong>&lt;br&gt;Communications: 2.1, 2.3&lt;br&gt;Technology: 4.3, 4.6&lt;br&gt;Problem Solving and Critical Thinking: 5.2, 5.3, 5.4&lt;br&gt;<strong>CTE Pathway:</strong>&lt;br&gt;B2.1, B2.2, B3.1, B3.2, B3.5, B4.2, B4.5</td>
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<td>E. CONTRACTS</td>
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<td>Understand the elements of contracts, the performance and non-performance of a contract, and how to remedy a breach of contract.</td>
<td>1. Describe the four elements of contracts. 2. Describe the factors affecting contract status. 3. Explain the purpose of the Statute of Frauds. 4. Describe performance of a contract, discharge of a contract, and breach of a contract. 5. Describe the Statute of Limitations (for breach of contract). 6. Describe the four choices a party has to remedy a breach of contract.</td>
<td>Career Ready Practice: 2, 11  CTE Anchor: Communications: 2.3 Technology: 4.6 Problem Solving and Critical Thinking: 5.3, 5.4  CTE Pathway: B2.1, B2.2, B3.5, B4.2</td>
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<td>F. LANDLORD AND TENANT</td>
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<td>Understand the contractual factors a landlord and a tenant need to consider before entering a lease.</td>
<td>1. Describe the four types of leasehold estates. 2. List the four items that must be included in a lease or rental agreement. 3. Describe contractual factors that a landlord and tenant should consider before entering a lease. 4. Describe the eviction process. 5. List and describe special purpose leases designed to meet specific needs.</td>
<td>Career Ready Practice: 2, 11  CTE Anchor: Communications: 2.3 Technology: 4.6 Problem Solving and Critical Thinking: 5.3, 5.4  CTE Pathway: B2.1, B2.2, B3.5, B4.2</td>
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<td>G. ESCROWS AND TITLE INSURANCE</td>
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<td>Comprehend the escrow process and the functions and types of title insurance.</td>
<td>1. Define the process, purpose, and sequence of events in an escrow. 2. List the three requirements for a valid escrow. 3. List the three ways to terminate an escrow. 4. Explain the proration process and describe the items that are commonly prorated. 5. Describe the four functions performed by title insurance to protect the insured.</td>
<td>Career Ready Practice: 2, 11  CTE Anchor: Communications: 2.1, 2.3 Technology: 4.3, 4.6</td>
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<td>H. REAL ESTATE FINANCE</td>
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<td>Understand principles of real</td>
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<td>estate finance.</td>
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<td>1. Identify and describe the three basic kinds of promissory notes.</td>
<td>Problem Solving and Critical Thinking: 5.2, 5.3, 5.4</td>
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<td>2. Explain how the following classes affect the financial obligations of the lender and the borrower: acceleration, alienation, assumption, subordination, prepayment penalties, impound accounts, and assignment of rents.</td>
<td>CTE Pathway: B2.1, B2.2, B3.1, B3.2, B3.5, B4.2, B4.5</td>
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<td>3. Define simple interest.</td>
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<td>4. Define amortization and explain how to determine monthly payments for a loan.</td>
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<td>5. Define adjusted rate mortgages (ARM) and explain how they work.</td>
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<td>6. Define points, loan fees, and usury.</td>
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<td>7. List and describe the three financial instruments (security devices) used in California.</td>
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<td>8. Describe trust deeds and their functions.</td>
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<td>I. FINANCIAL INSTITUTIONS</td>
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<td>Understand institutions of real</td>
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<td>estate financing.</td>
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<td>1. Demonstrate knowledge of types of lenders.</td>
<td>Career Ready Practice: 2, 11</td>
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<td>2. Describe various government loan programs.</td>
<td>CTE Anchor: Communications: 2.1, 2.3</td>
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<td>3. Describe regulations affecting real estate financing.</td>
<td>Technology: 4.2, 4.3</td>
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<td>Problem Solving and Critical Thinking: 5.2</td>
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<td>Leadership and Teamwork: 9.4</td>
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<td>CTE Pathway: B2.1, B2.2, B3.1, B3.2, B3.3, B3.5, B4.1, B4.2, B4.5, B8.1</td>
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<td><strong>J. APPRAISAL BASICS</strong></td>
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| Understand the basics of real estate appraisal. | 1. Define appraisal.  
2. Describe the four steps in the appraisal process.  
3. Define the following four forces which affect value: physical, social, economic, and political considerations.  
4. List and define six valid economic concepts that are applied to the appraisal of real estate. | Career Ready Practice:  
2, 11  
CTE Anchor:  
Communications: 2.1  
Technology: 4.3  
Problem Solving and Critical Thinking: 5.2 | CTE Pathway:  
B3.1, B3.2, B4.5, B5.1, B5.2, B5.3 |
| **K. APPRAISAL METHODS**       |                      |           |
| Understand significant approaches used in real estate appraisal. | 1. Describe the fundamentals of real estate appraisal.  
2. Describe various principles of components in the appraisal process.  
3. Define comparative approach to value.  
4. Define cost approach to value.  
5. Define capitalization approach to value.  
6. Describe the final estimate of value report and list the information that should be presented.  
7. List and describe the four appraisal license/certification categories. | Career Ready Practice:  
2, 10, 11, 12  
CTE Anchor:  
Communications: 2.1  
Career Planning and Management: 3.1  
Technology: 4.3  
Problem Solving and Critical Thinking: 5.2  
Ethics and Legal Responsibilities: 8.2, 8.3, 8.4 | CTE Pathway:  
B3.1, B3.2, B3.3, B4.1, B4.5, B7.3 |
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<tr>
<td><strong>L. SUBDIVISIONS AND GOVERNMENT CONTROL</strong>&lt;br&gt;Note: Explain the underwriting guidelines of the various loan programs in real estate finance.</td>
<td>1. Define police power and indicate how it affects citizens and land usage.&lt;br&gt;2. List the basic subdivision laws and identify which governmental entity enforces the laws.&lt;br&gt;3. Describe a public report.&lt;br&gt;4. Define common interest development (CID) and describe the four basic types.&lt;br&gt;5. Explain the primary responsibility of a planning commission and value of having such a commission.&lt;br&gt;6. Define zoning and describe how variances and changes may be made in the zones.&lt;br&gt;7. Describe eminent domain and how it affects an owner.&lt;br&gt;8. List and describe fair housing laws.</td>
<td>Career Ready Practice: 2, 10, 11, 12&lt;br&gt;CTE Anchor: Communications: 2.1, 2.3&lt;br&gt;Career Planning and Management: 3.1&lt;br&gt;Technology: 4.3, 4.6&lt;br&gt;Problem Solving and Critical Thinking: 5.2, 5.3, 5.4&lt;br&gt;Ethics and Legal Responsibilities: 8.2, 8.3, 8.4&lt;br&gt;Leadership and Teamwork: 9.4&lt;br&gt;CTE Pathway: B2.1, B2.2, B3.1, B3.2, B3.3, B4.1, B4.2, B4.5, B5.1, B5.2, B5.3, B7.3</td>
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(5 hours)

| **M. TAXATION OF REAL ESTATE**<br>Note: Understand terms and procedures relative to federal income taxation, California state taxation, and local taxation. | 1. Describe the responsibilities of the country and/or city assessor, county tax collector, and county board of supervisors in property taxation.<br>2. Explain assessed valuation and property tax proration.<br>3. Explain how property taxes affect homeowners, renters, disabled and senior citizens, and veterans.<br>4. Differentiate between property tax and special assessment tax.<br>5. Describe federal income taxation and its influence on real estate.<br>6. Describe California state taxes and their effects on real estate transactions.<br>7. Describe federal tax collection requirements and exemptions from foreign investors. | Career Ready Practice: 2, 11, 12<br>CTE Anchor: Communications: 2.1, 2.3<br>Technology: 4.3, 4.6<br>Problem Solving and Critical Thinking: 5.2, 5.3, 5.4<br>Responsibility and Flexibility: 7.1, 7.2, 7.4<br>Leadership and Teamwork: 9.4 |

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<td></td>
<td>2. Describe California state taxes and their effect on real estate transactions.</td>
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<td>3. Describe the requirements of a real estate license.</td>
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<td>4. Describe various types of licensing.</td>
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<td>5. Define business opportunities and describe the business opportunity broker’s transactions.</td>
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<td>6. Describe the most common real estate law violations and the discipline process for license violations.</td>
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<td>7. Describe various trade and professional associations.</td>
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<td>8. Know the National Association of Realtors Code of Ethics.</td>
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<td>N. LICENSING, EDUCATION, AND ASSOCIATIONS</td>
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<td>Understand principles of California Real Estate License Law, Agency Law, and Code of Ethics. – Apply accepted standards of ethics in all transactions.</td>
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<td></td>
<td>1. Define approaches to real estate math problem-solving.</td>
<td>Career Ready Practice: 2, 8, 10, 11, 12</td>
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<td>2. Know linear, square, cubic, and land description measurements.</td>
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<td>3. Know formulas used in area and volume measurements.</td>
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<td>4. Solve percentage problems.</td>
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<td>5. Describe Huber’s Pyramid.</td>
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<td>6. Solve profit and capitalization problems.</td>
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<td>7. Solve principal and interest problems.</td>
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<td>8. Solve proration problems.</td>
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<td>O. REAL ESTATE MATH</td>
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<td>Demonstrate the ability to solve real estate math problems.</td>
<td>CTE Anchor: Communications: 2.1</td>
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<td>Career Planning and Management: 3.1</td>
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<td>Technology: 4.3, 4.6</td>
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<td>Problem Solving and Critical Thinking: 5.2, 5.3, 5.4</td>
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<td>Ethics and Legal Responsibilities: 8.2, 8.3, 8.4</td>
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<td>CTE Pathway: B3.1, B3.2, B3.3, B3.5, B4.1, B4.5, B7.3, B8.1, B8.2, B8.3, B8.4, B8.5, B8.6</td>
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## COMPETENCY AREAS AND STATEMENTS

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<thead>
<tr>
<th>MINIMAL COMPETENCIES</th>
<th>STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(6 hours)</td>
<td>Ethics and Legal Responsibilities: 8.2, 8.3, 8.4</td>
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<tr>
<td></td>
<td><strong>CTE Pathway:</strong> B1.2, B1.3, B3.1, B3.2, B3.3, B3.6, B4.1, B4.5, B4.6, B6.2, B7.3, B8.3</td>
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<tr>
<td>P. EMPLOYABILITY SKILLS</td>
<td><strong>Career Ready Practice:</strong> 2, 3, 5, 7, 8, 9, 10, 11, 12</td>
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<tr>
<td></td>
<td><strong>CTE Anchor:</strong> Communications: 2.4, 2.5</td>
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<tr>
<td></td>
<td>Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9</td>
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<tr>
<td></td>
<td>Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7</td>
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<td></td>
<td>Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.6, 7.7</td>
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<tr>
<td></td>
<td>Ethics and Legal Responsibilities: 8.2, 8.3, 8.4, 8.5, 8.6, 8.8</td>
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<tr>
<td></td>
<td>Technical Knowledge and Skills: 10.2, 10.15</td>
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<tr>
<td></td>
<td>Demonstration and Application: 11.2, 11.5</td>
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1. Describe the steps in a job search.
2. Write a résumé and cover letter; describe the value of résumés and personal networking in obtaining employment.
3. Complete a job application form legibly.
4. Demonstrate work habits: punctuality and regular attendance.
5. Describe job interview preparation: dress, references, résumé, transcripts, work permit, interview, and follow-up.
6. Participate in a mock interview as an applicant and describe employee’s point of view.
7. Participate in a mock interview as an employer and describe employer’s point of view.
8. Describe civil, age and equal rights in employment and what constitutes discriminatory hiring practices.
10. Describe statutory, compensatory and employer-sponsored benefits.
11. Define gross/net pay; federal, state, FICA, SDI taxes and the W-4 form.
12. Describe customer service as a method of building permanent relationships between the organization and the customer.
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<tr>
<td>(3 hours)</td>
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Q. EVALUATION

Pass final evaluation.

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.

CTE Pathway:
B2.4, B3.1, B3.2, B3.3, B3.4, B3.5, B3.6, B3.7, B4.1, B4.3, B4.5, B6.2, B7.1, B7.2, B7.3

Career Ready Practice:
2, 3, 4, 5, 11

CTE Anchor:
Communications: 2.4
Career Planning and Management: 3.1
Technology: 4.3
Problem Solving and Critical Thinking: 5.4
Technical Knowledge and Skills: 10.1, 10.4
Demonstration and Application: 11.2, 11.3

CTE Pathway:
B3.3, B3.5, B4.1, B6.1, B7.1
SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS


Learning Express Editors. Real Estate Math: All the Math Salespersons, Brokers, and Appraisers Need to Know. Learning Express, April 2008.


RESOURCES

Employer Advisory Board members


CDE Model Curriculum Standards for Marketing, Sales, and Services

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 A – Introduction – Pass a safety test with a score of 100%.

SECTION B – Estates, Transfers, and Titles – Pass all assignments and exams on estates, transfers, and titles with a minimum score of 80% or higher.

SECTION C – Encumbrances – Pass all assignments and exams on encumbrances with a minimum score of 80% or higher.

SECTION D – Agency and Its Responsibilities – Pass all assignments and exams on agency and its responsibilities with a minimum score of 80% or higher.

SECTION E – Contracts – Pass all assignments and exams on contracts with a minimum score of 80% or higher.

SECTION F – Landlord and Tenant – Pass all assignments and exams on landlord and tenant with a minimum score of 80% or higher.

SECTION G – Escrows and Title Insurance – Pass all assignments and exams on escrows and title insurance with a minimum score of 80% or higher.

SECTION H – Real Estate Finance – Pass all assignments and exams on real estate finance with a minimum score of 80% or higher.

SECTION I – Financial Institutions – Pass all assignments and exams on financial institutions with a minimum score of 80% or higher.

SECTION J – Appraisal Basics – Pass all assignments and exams on appraisal basics with a minimum score of 80% or higher.

SECTION K – Appraisal Methods – Pass all assignments and exams on appraisal methods with a minimum score of 80% or higher.
SECTION L – Subdivisions and Government Control – Pass all assignments and exams on subdivisions and government control with a minimum score of 80% or higher.

SECTION M – Taxation of Real Estate – Pass all assignments and exams on taxation of real estate with a minimum score of 80% or higher.

SECTION N – Licensing, Education, and Associations – Pass all assignments and exams on licensing, education, and associations financing with a minimum score of 80% or higher.

SECTION O – Real Estate Math – Pass all assignments and exams on real estate math with a minimum score of 80% or higher.

SECTION P – Employability Skills – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

SECTION Q – Final Evaluation – Pass a final examination with 70% accuracy, covering the complete course under conditions as prescribed by the California Department of Real Estate.
Statement for Civil Rights

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