

COURSE TITLE: Buying and Selling Real Estate

Course Description:

Buying and Selling Real Estate is designed to build on the foundation provided in Introduction to Real Estate Sales. This course emphasizes aspects of buying, selling, and financing land, real property, and real estate; the listing of a client's property; developing client relationships; following procedures for listing, buying, and selling real estate; understanding contract terminology; staging of real estate; and showing property to clients. Laboratory experiences are an integral part of this course and may include field trips, job shadowing, internships, and other related activities.

Potential Certifications/Credentials:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management, ASK Institute- Fundamental Marketing Concepts, Certiport – Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Certified Guest Service Professional, National Retail Federation – National Professional Certification in Customer Service and Sales

Course Scope and Sequence

Unit #	Unit Title	Estimated Hours
1	Foundational Standards	
2	Financing	
3	Contracts	
4	Sales Process	
5	Customer and Client Service	
6	Post-Contract Service	

Unit Plans of Instruction

Unit 1: Foundational Standards

Supporting—will be taught throughout the course as needed for the unit.

- F1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
- F2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
- F3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
- F4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
- F5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
- F6. Discuss and demonstrate ways to value diversity.

Unit 2 Title: Financing

Content Standards

1. Identify and explain basic concepts and terminology associated with buying and selling real estate.
Examples: equity, loan-to-value ratio, term, payment, principal, interest, direct and indirect costs, points, discounts, return on investment, rate of return
2. Compare methods of financing real estate.
Examples: government programs (FHA, VA); conventional, owner-financed, land contract
 - 2a. Gather and share information on types of loans used in buying real estate.
Examples: amortized, interest-only, adjustable-rate mortgage, construction, home equity
 - 2b. Contrast mortgages, trust deeds, and promissory notes as financing instruments.
3. Calculate costs and fees involved in buying and selling real estate.
Examples: discount points, equity, down payment, property tax, prorations, commission and commission splits, seller's proceeds of sales, buyer's funds needed at closing
4. Create and deliver a presentation outlining the real estate financing process from application to closing.

Unpacked Learning Objectives

Students know:

- The basic concepts and terminology associated with buying and selling real estate.
- Methods of financing real estate.
- Information on types of loans used in buying real estate.
- About mortgages, trust deeds, and promissory notes as financing instruments.
- The costs and fees involved in buying and selling real estate.
- How to prepare a presentation outlining the real estate financing process from application to closing.

Students are able to:

- Analyze basic concepts and terminology associated with buying and selling real estate.
- Describe basic concepts and terminology associated with buying and selling real estate.
- Determine methods of financing real estate.
- Collect information on types of loans used in buying real estate.
- Report information on types of loans used in buying real estate.
- Differentiate between mortgages, trust deeds, and promissory notes as financing instruments.

- Compute costs and fees involved in buying and selling real estate.
- Compose a presentation outlining the real estate financing process from application to closing.
- Present a presentation outlining the real estate financing process from application to closing.

Students understand that:

- Knowledge of basic concepts and terms helps to better understand the process.
- Real estate financing is generally used to describe an investor's method of securing funds for the purchase of property.

Unit Driving/Essential Question	What are the methods of financing real estate? What are the types of loans used in buying real estate?
Exemplar High Quality Unit Task	With a guest speaker real estate agent, students will go through the process of buying a house.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Learning Activity Checklist Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts & Activities	Equipment, Technology & Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Students will research basic concepts and terminology associated with buying and selling real estate.	Formative: Check for understanding Summative: Vocabulary quiz	Vocabulary quizlet	ELA: Students will create vocabulary cards of real estate terminology.	Computer, games/simulations, projector, lecture/presentation, presentation, internet, Study.com lesson plans *note this is to prepare for Michigan's real estate exam
Students will examine methods of financing real estate	Formative: Q/A, class discussion Summative: Report, rubric	Research the methods of financing real estate. Create a report on the methods. Guest speaker	ELA: Using Canva , students will create an Infographic detailing the pros and cons of different real estate financing methods. Students will cite the information that they include on the reverse of the Infographic.	Checklist, computer, notebook paper, guest speaker: local business owner, handout(s), internet, projector, lecture/presentation, presentation, projector, rubric, teacher made materials, textbooks, word processing software, Study.com lesson plans

<p>Students will obtain information on types of loans used in buying real estate.</p>	<p>Formative: Class discussion check for understanding</p> <p>Summative: Brochure rubric</p>	<p>Class presentation</p> <p>Independent Research: Types of Loans in Buying Real Estate</p> <p>Create a brochure on types of loans used in buying real estate.</p> <p>Guest speaker</p>	<p>ELA: Students will use The Alabama Virtual Library and Business Source Premier to research different types of real estate loans. Students will complete source documentation/ summary sheets to document the publication information of the sources used as well as the facts gleaned regarding real estate loans.</p>	<p>Checklist, computer, notebook paper, guest speaker: local business owner, handout(s), internet, lecture/presentation, projector, rubric, teacher made materials, textbooks, word processing software, Study.com lesson plans</p>
<p>Students will provide information on types of loans used in buying real estate.</p>	<p>Formative: Checkpoints</p> <p>Summative: Presentation rubric</p>	<p>Using independent research, students will create a presentation and present to their peers.</p> <p>Guest speaker</p>	<p>ELA: Students will research effective print advertisement strategies and logos, ethos, and pathos appeals. Students will then create posters using an online program such as Canva. On their posters, students will use the information that they have researched to effectively advertise a particular type of real estate loan (Conventional Loan/Fixed Rate Mortgage, Government Insured Loans, Adjustable Rate Mortgages (ARMs), Interest Only Mortgage, Seller Carryback Financing, Owner-Occupied Loan, Agricultural Loans). Posters must include one of each of the three</p>	<p>Internet, projector, lecture/presentation slideshow software, rubric, Study.com lesson plans</p>

			appeals, the name of the loan, an image, and the basic facts of the loan.	
Students will compare mortgages, trust deeds, and promissory notes as financing instruments.	Formative: Check for understanding Summative: Chapter test	Venn diagram Graphic organizer Think Pair Share Guest speaker	ELA: Writing/Presenting: Using Coggle , students will diagram the specifications and requirements of mortgages, trust deeds, and promissory notes as financing instruments. Students will use a different color for each topic in order to differentiate between the different financing instruments. If there are connections between the different instruments, students will link the connections and provide an explanation of their relevance.	Computer, handout(s), internet, lecture/presentation, projector, teacher made materials, textbooks, Study.com lesson plans
Students will calculate costs and fees involved in buying and selling real estate.	Formative: Check for understanding Summative: Test	Math worksheets Learn various formulas Guest speaker	ELA: Writing/Presenting: Students will write a script using Google Docs., and then use Educreations to create and voice a film demonstrating how to calculate the costs and fees involved in real estate transactions.	Teacher made materials, pencil
Students will create a presentation outlining the real estate financing process from application to closing.	Formative: Class discussion Summative: Rubric	Presentation	ELA: Writing/Presenting, organization of ideas: Students will use Sutori to create a presentation outlining the real estate process from application to	Internet, projector, lecture/presentation, slideshow software, rubric, Study.com lesson plans

			<p>closing. Students are required to include five images (not clip art) that support the textual information. Students should be mindful when creating their presentation and use appropriate summary statements to convey big ideas. Follow-up questions (5 open-ended, and 3-5 multiple choice) need to be embedded throughout the presentation in order to help maintain audience focus and check for understanding.</p>	
<p>Students will deliver a presentation outlining the real estate financing process from application to closing.</p>	<p>Formative: Check for understanding</p> <p>Summative: Rubric</p>	<p>Presentation</p>	<p>ELA: Presenting, Students will deliver the above presentation using Sutori's presentation mode. Students will work to engage their audience through the use of open-ended questions and check for understanding questions embedded in their presentations.</p>	<p>Internet, projector, lecture/presentation, slideshow software, rubric</p>

Key Vocabulary

equity, loan-to-value ratio, term, payment, principal, interest, direct and indirect costs, points, discounts, return on investment, rate of return, financing, real estate, government programs, fha loans, VA loans, conventional loans, owner-financed, land contract, types of loans, amortized, interest-only, adjustable-rate mortgage, construction, home equity, contrast mortgages, trusts, deeds, promissory notes, financing instruments, costs, fees, buying, selling, discount points, equity, down payment, property tax, prorations, commission, commission splits, seller's proceeds of sale, buyer's funds, closing, application process, closing

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Guest speaker

CTSO Connection:

Prepare for FBLA and/or DECA competitive events. www.teachfbla.org www.teachdeca.org

Certification/Credential Connection:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management, ASK Institute- Fundamental Marketing Concepts, Certiport – Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Certified Guest Service Professional, National Retail Federation – National Professional Certification in Customer Service and Sales

Unit 3 Title: Contracts

Content Standards

5. Research and describe components of the code of ethics that governs Realtors® and real estate agents.
6. Research the laws that govern the real estate industry and describe the importance of legal compliance for a real estate agency or brokerage company.
Examples: contract clauses, amendments, addenda
7. Analyze applicable contracts, agreements, and forms for a real estate purchase.
8. Analyze clauses and contingencies in land, real property, and real estate contract negotiations.
Examples: offers, purchase agreements, counter-offers, multiple offers

Unpacked Learning Objectives

Students know:

- The components of the code of ethics that governs Realtors® and real estate agents.
- The laws that govern the real estate industry and describe the importance of legal compliance for a real estate agency or brokerage company.
- The applicable contracts, agreements, and forms for a real estate purchase.
- The clauses and contingencies in land, real property, and real estate contract negotiations

Students are able to:

- Investigate the components of the code of ethics that governs Realtors® and real estate agents.
- Identify the components of the code of ethics that governs Realtors® and real estate agents.
- Examine the laws that govern the real estate industry and describe the importance of legal compliance for a real estate agency or brokerage company
- Examine applicable contracts, agreements, and forms for a real estate purchase.
- Examine clauses and contingencies in land, real property, and real estate contract negotiations.

Students understand that:

- The REALTOR® Code of Ethics ensures that consumers are being fairly served by requiring REALTORS® to cooperate with each other in furthering clients' best interests.
- State and federal laws and regulations protect people from discrimination when they are renting or buying a home, getting a mortgage, seeking housing assistance, or engaging in other housing-related activities.

- Real estate contracts are essential in the execution of real estate transactions, and they are designed to protect both parties.
- Contingencies are vital to your closing because they eliminate any confusion over who will pay for what, and allow a legal way for one or the other party to cancel the agreement.

Unit Driving/Essential Question	What is the code of ethics that governs Realtors® and real estate agents? What are the laws that govern the real estate industry?
Exemplar High Quality Unit Task	Students will create a presentation explaining the applicable contracts, agreements, and forms for a real estate purchase.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Learning Activity Checklist Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts & Activities	Equipment, Technology & Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Students will research the components of the code of ethics that governs Realtors® and real estate agents. Students describe the components of the code of ethics that governs Realtors® and real estate	Formative: Q/A check for understanding Summative: Rubric	Research Guest real estate agent Code of Ethics presentation Create a timeline of the history and background of the code of ethics.	ELA: Speaking, Writing, Listening, Students will prepare for and participate in a Socratic Seminar based on their assigned Articles and Standard(s) of Practice. Students will be required to familiarize themselves with their assigned Article and	Internet, computer, word processing software, Study.com lesson plans, teacher lecture, teacher made materials, rubric

agents.		Code of Ethics participant guide Code of Ethics practice test	Standard(s) of Practice. They will then explain their information to the class as well as provide a visual aid that summarizes the details of the Article. Then, students will present a real-world situation relating to their Article and open the Socratic Seminar for discussion of the problem, how it relates to the Article, and how it should be handled. The Student leading the discussion will prompt the class with open-ended discussion questions but refrain from offering their position. The process will continue until all Articles are covered.	
Students will research the laws that govern the real estate industry and describe the importance of legal compliance for a real estate agency or brokerage company.	Formative: Q/A check for understanding Summative: Rubric	Research Read the article and write a summary. Write a report	ELA: Research, writing: Students will write a research report detailing the laws that govern the real estate industry and the importance of legal compliance for a real estate or brokerage agency. Following the paper's completion, using a presentation tool such as Google Slides, students will create a visual presentation that	Internet, computer, word processing software, teacher lecture, teacher made materials, rubric, Study.com lesson plans

			summarizes relevant laws and importance of legal compliance. Slides must be appropriate in terms of Grammar, usage, mechanics, and tone.	
Students will analyze applicable contracts, agreements, and forms for a real estate purchase.	Formative: Q/A check for understanding Summative: Exit ticket	Compare contracts, agreements, and forms and give a description of each. Read the article and write a summary.	ELA: Writing, narrative, Students will create a narrative and write a short story detailing what constitutes applicable contracts, agreements, and forms for a real estate purchase. An example idea might be Snow White, who is now working as a real estate agent, appearing at the home of the Seven Dwarfs and teaching them how to read appropriate contracts and forms for their purchase of a larger woodsy dwelling.	Internet, computer, word processing software, teacher lecture, teacher made materials, Study.com lesson plans
Students will analyze clauses and contingencies in land, real property, and real estate contract negotiations.	Formative: Check for understanding Summative: Venn diagram check	Venn diagram: compare clauses and contingencies in land, real property, and real estate contract negotiations and give a description of each.	ELA: Students will each be assigned a type of contingency clause in real estate contracts (i.e. appraisal, financing, home inspection, right to assign, house sale, kick-out clause, title, etc.). Students will research the assigned clause and compile a list of facts and characteristics related to this clause. Students will then use a	Internet, computer, word processing software, teacher lecture, teacher made materials, Study.com lesson plans

			<p>bio poem generator to create a biopoem for their researched clause. Students will then share their bio poems as a gallery walk or by using an online option like Google Jamboard.</p>	
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Key Vocabulary

REALTOR® Code of Ethics, real estate agent, ethics, real estate laws, contract clauses, amendments, addenda, contract, agreements, forms, clauses, contingencies, land, real property, real estate contract negotiations, offers, purchase agreements, counter-offers, inspection, survey, title, insurance, multiple offers

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Job shadow a real estate agent, guest speaker

CTSO Connection:

Prepare for FBLA and/or DECA competitive events.

Certification/Credential Connection:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management, ASK Institute- Fundamental Marketing Concepts, Certiport – Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Certified Guest Service Professional, National Retail Federation – National Professional Certification in Customer Service and Sales

Unit 4 Title: Sales Process

Content Standards

9. Summarize state and federal rules and regulations that govern selling and buying real estate, including trust and escrow accounts, federal fair housing laws (protected classes, prohibited conduct, and exemptions) and the ADA (Americans with Disabilities Act).
 - 9a. Research and share information regarding the passage and implementation of the Fair Housing Act.
 - 9b. Gather and share information about ways fair and equal access to housing affects intergenerational mobility, including quality of educational opportunities, access to jobs and economic opportunity, and the ability to build wealth through home equity and home appreciation.
10. Comply with advertising regulations, including provisions regarding truth in advertising and fair housing issues.
 - 10a. Use technology ethically.
Examples: protecting confidential information, respecting the Do Not Call list
11. Analyze advanced licensing options and continuing education requirements for Realtors® in order to maintain professional license to do business.
12. Demonstrate the licensee's tasks involved in the sales process from the beginning through closing.

Unpacked Learning Objectives

Students know:

- The state and federal rules and regulations that govern selling and buying real estate, including trust and escrow accounts, federal fair housing laws (protected classes, prohibited conduct, and exemptions) and the ADA (Americans with Disabilities Act).
- Information regarding the passage and implementation of the Fair Housing Act.
- The ways fair and equal access to housing affects intergenerational mobility, including quality of educational opportunities, access to jobs and economic opportunity, and the ability to build wealth through home equity and home appreciation.
- Advertising regulations, including provisions regarding truth in advertising and fair housing issues.
- How to use technology ethically.
- Advanced licensing options and continuing education requirements for Realtors® in order to maintain professional license to do business.
- The licensee's tasks that are involved in the sales process from the beginning through closing.

Students are able to:

- Examine state and federal rules and regulations that govern selling and buying real estate, including trust and escrow accounts, federal fair housing laws (protected classes, prohibited conduct, and exemptions) and the ADA (Americans with Disabilities Act).
- Gather information regarding the passage and implementation of the Fair Housing Act.

- Report information regarding the passage and implementation of the Fair Housing Act.
- Collect information about ways fair and equal access to housing affects intergenerational mobility, including quality of educational opportunities, access to jobs and economic opportunity, and the ability to build wealth through home equity and home appreciation.
- Report information about ways fair and equal access to housing affects intergenerational mobility, including quality of educational opportunities, access to jobs and economic opportunity, and the ability to build wealth through home equity and home appreciation.
- Interpret advertising regulations, including provisions regarding truth in advertising and fair housing issues.
- Apply technology ethically.
- Examine advanced licensing options and continuing education requirements for Realtors® in order to maintain professional license to do business.
- List the licensee’s tasks involved in the sales process from the beginning through closing.

Students understand that:

- State and federal laws and regulations protect people from discrimination when they are renting or buying a home, getting a mortgage, seeking housing assistance, or engaging in other housing-related activities.
- The Fair Housing Act protects people from discrimination when they are renting or buying a home, getting a mortgage, seeking housing assistance, or engaging in other housing-related activities
- State and federal laws and regulations protect people from discrimination when they are renting or buying a home, getting a mortgage, seeking housing assistance, or engaging in other housing-related activities.
- Truth in advertising and accurate information is necessary in order for consumers to make informed purchases.
- The real estate industry encourages the highest level of ethics in business practice to promote and preserve the right to own, use, exchange, and transfer real property.
- To maintain their real estate licenses in the state(s) where they operate, agents and brokers need to participate in defined amounts of continuing education (CE) each year or recurring time period.
- A real estate transaction is a process that involves a multitude of activities and tasks that occur when a seller offers their home for sale, and a buyer agrees to purchase that property.

Unit Driving/Essential Question	How does advertising regulations affect fair housing issues? How does one use technology ethically? Why is it important to continue education to retain a real estate license in the state where they operate?
Exemplar High Quality Unit Task	Students will role play the real estate transaction process. Students will pose as buyers and others as agents.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Learning Activity Checklist Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts & Activities	Equipment, Technology & Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
<p>Students will research state and federal rules and regulations that govern selling and buying real estate, including trust and escrow accounts, federal fair housing laws (protected classes, prohibited conduct, and exemptions) and the ADA (Americans with Disabilities Act).</p>	<p>Formative: One minute reflection writing</p> <p>Summative: Rubric</p>	<p>Research</p> <p>Report</p>	<p>ELA: Research, writing/summary: Students will each choose one federal rule and regulation regarding the governance of buying and selling real estate (trust and escrow accounts, federal fair housing laws, protected classes, prohibited conduct, the ADA, etc.). After choosing an area of interest, students will independently research their chosen area and work to create a group/ class WebPage using Google Sites. Each chosen area will be linked to the class's main page, and each link will contain the following elements: title of the rule/ regulation, summary of main principles, link to the</p>	<p>Internet, computer, word processing software, teacher lecture, teacher made materials, Study.com lesson plans</p>

			Federal and/ or state law, and one real-world example. (This Webpage can be added to student portfolios such as LiveBinder for future reference.)	
<p>Students will research information regarding the passage and implementation of the Fair Housing Act.</p> <p>Students will share information regarding the passage and implementation of the Fair Housing Act.</p>	<p>Formative: Exit ticket</p> <p>Summative: Rubric</p>	<p>Complete an independent research guide Use this website as a resource.</p> <p>Create a presentation from research.</p> <p>Deliver presentation</p>	<p>ELA: Students will use their research regarding the passage and implementation of the Fair Housing Act to create an Infographic in Venngage detailing what the Fair Housing Act is as well as what the rules and requirements are.</p>	<p>Internet, computer, presentation software, teacher lecture, teacher made materials, Study.com lesson plans</p>
<p>Students will gather information about ways fair and equal access to housing affects intergenerational mobility, including quality of educational opportunities, access to jobs and economic opportunity, and the ability to build wealth through home equity and home appreciation.</p> <p>Students will share information about ways fair and equal access to housing affects intergenerational mobility,</p>	<p>Formative: Check for understanding</p> <p>Summative: Rubric</p>	<p>Research the history of the Fair Housing Act.</p> <p>Read the examples of housing discrimination.</p> <p>Read the article and write a report.</p>	<p>ELA: Research, Writing, Speaking: Students will research real-life case studies of people who have benefited from fair and equal access programs OR people who did not have access to such programs and the results. Students will then construct a speech/ presentation where they share the narrative that they researched and either explain how those mentioned in the story benefitted from access, or how they were further</p>	<p>Internet, computer, projector, word processing or desktop publishing software, teacher lecture, teacher made materials, Study.com lesson plans</p>

including quality of educational opportunities, access to jobs and economic opportunity, and the ability to build wealth through home equity and home appreciation.			setback due to lack of access. In their research and planning of their speeches, students must be sure to detail the relevance of their narrative to quality of educational opportunities, access to jobs and economic opportunity, and the ability to build wealth through home equity and appreciation.	
Students will comply with advertising regulations, including provisions regarding truth in advertising and fair housing issues.	Formative: Q/A class discussion Summative: Rubric	Read article: "Responsible Advertising: Understanding the Impact of the Fair Housing Act on Advertising" https://nationalfairhousing.org/responsibleadvertising/ Create an infographic	ELA: Students will create a real estate flier using a site like Postermywall . On the reverse of the poster, students will write a detailed response explaining what steps were attended to in order to comply with regulations regarding truth in advertising and fair housing issues.	Internet, computer, projector, word processing or desktop publishing software, teacher lecture, teacher made materials, Study.com lesson plans
Students utilize technology ethically.	Formative: Exit ticket Summative: Webquest	Digital citizenship lesson https://www.teacherspayteachers.com/Product/Digital-Citizenship-Lesson-Activity-3031000?st=d7a70b6bd4c84b2a58b10d7ae09f81c5	ELA: Students will read the Forbes article, " 14 Common Real Estate Tech Challenges and How to OverCome Them " which presents personal examples (from an expert panel) of tech issues in the field of real estate. After reading the article, students will choose one	Internet, computer, projector, word processing or desktop publishing software, teacher lecture, teacher made materials, digital citizenship lesson plan free resource, Study.com lesson plans MBA Research:

			scenario and research a possible issue in real estate due to technology and ethical ways to either avoid (or handle) the issue before it happens.	
Students will compare advanced licensing options and continuing education requirements for Realtors® in order to maintain professional license to do business.	Formative: Chart of education requirements Summative: Rubric	Compare advanced licensing options and continuing education requirements Alabama Real Estate Commission Real Estate Quizlet Write a report	ELA: Students will write a literary 3x3 summary of Alabama licensing requirements based on research from AREC .	Internet, computer, projector, word processing or desktop publishing software, teacher lecture, teacher made material, Study.com lesson plans
Students will demonstrate the licensee's tasks involved in the sales process from the beginning through closing.	Formative: Check for understanding Summative: Scoresheet from CTSO competitive event	Real Estate Sales Process National Association of REALTORS Role play	ELA: Research and Writing: create a job listing for LinkedIn detailing the requirements for a real estate agent from the beginning through closing. Students need to look at different job postings online and determine how the posting needs to be formatted. Students can use an online program such as Canva to design the posting.	Internet, computer, projector, word processing or desktop publishing software, teacher lecture, teacher made material, role play scenarios, practice tests, Study.com lesson plans

Key Vocabulary

federal rules, regulations, selling, buying, trust, escrow account, federal fair housing laws, Americans with Disabilities Act (ADA), Fair Housing Act, discrimination, harassment, complaint, false advertising, disabilities, intergenerational mobility, Equal Opportunity Act, wealth, equity, home appreciation, Fair Housing Act, false advertising, truth in advertising, provisions, ethics, protecting confidential information, do not call list, licensing, licensing requirements, continuing education (ce), agent, broker, appraiser, closing, appraisal, closing costs, property deed and title, down payment, home inspection, seller's agent, buyer's agent, offer, seller disclosure, escrow, foreclosure

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Role play, guest speaker, job shadowing

CTSO Connection:

Prepare for FBLA and/or DECA competitive events.

Certification/Credential Connection:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management, ASK Institute- Fundamental Marketing Concepts, Certiport – Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Certified Guest Service Professional, National Retail Federation – National Professional Certification in Customer Service and Sales

Unit 5 Title: Customer and Client Service

Content Standards

13. Explain the difference between licensee and agency in real estate.
 - 13a. Describe the creation of agency and non-agency agreements.
 - 13b. Outline the duties involved in real estate agency.

Examples: fiduciary responsibilities, traditional agency responsibilities, disclosure of conflict of interest
 - 13c. Contrast the roles of a buyer's licensee and a seller's licensee in real estate.
14. Determine and explain what sellers expect from the real estate licensee.

Examples: adhering to time frames, guidance on pricing, assisting with paperwork and inspections, advertising, negotiating, preparing for the closing
15. Demonstrate ways licensees meet buyers' needs, including assisting with price negotiations, completing paperwork, researching selling prices of comparable homes, determining the price range the client can afford to spend, and explaining financing options.
16. Explain the licensee's role in disclosing problems that might be encountered during a sale and arranging for resolutions.
17. Demonstrate the process of showing properties, interviewing potential buyers before property showings, and obtaining necessary information from buyers before formulating a purchase offer for a property.

Unpacked Learning Objectives

Students know:

- The difference between licensee and agency in real estate.
- About the creation of agency and non-agency agreements.
- The duties involved in a real estate agency.
- The roles of a buyer's licensee and a seller's licensee in real estate.
- What sellers expect from the real estate licensee.
- The ways licensees meet buyers' needs, including assisting with price negotiations, completing paperwork, researching selling prices of comparable homes, determining the price range the client can afford to spend, and explaining financing options.
- The licensee's role in disclosing problems that might be encountered during a sale and arranging for resolutions.
- The process of showing properties, interviewing potential buyers before property showings, and obtaining necessary information from buyers before formulating a purchase offer for a property.

Students are able to:

- Examine state and federal rules and regulations that govern selling and buying real estate, including trust and escrow accounts, federal fair housing laws (protected classes, prohibited conduct, and exemptions) and the ADA (Americans with Disabilities Act).
- Gather information regarding the passage and implementation of the Fair Housing Act.
- Report information regarding the passage and implementation of the Fair Housing Act.
- Collect information about ways fair and equal access to housing affects intergenerational mobility, including quality of educational opportunities, access to jobs and economic opportunity, and the ability to build wealth through home equity and home appreciation.
- Report information about ways fair and equal access to housing affects intergenerational mobility, including quality of educational opportunities, access to jobs and economic opportunity, and the ability to build wealth through home equity and home appreciation.
- Interpret advertising regulations, including provisions regarding truth in advertising and fair housing issues.
- Apply technology ethically.
- Examine advanced licensing options and continuing education requirements for Realtors® in order to maintain professional license to do business.
- List the licensee’s tasks involved in the sales process from the beginning through closing.

Students understand that:

- A licensed real estate agent can gain access to the MLS, make the buying process easier, and help sellers get the best price for their homes.
- Pricing, receiving complete and accurate quotations, choosing the terms of the sale, and selecting the payment method are critical elements when purchasing real estate.

Unit Driving/Essential Question	What are the roles of a buyer’s licensee and a seller’s licensee in real estate? How can a licensed real estate agent gain access to the MLS? What are the critical elements when purchasing real estate?
Exemplar High Quality Unit Task	Create a sample MLS listing on a personal website with pictures of personal homes using appropriate terminology.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Learning Activity Checklist Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts & Activities	Equipment, Technology & Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Students will explain the difference between licensee and agency in real estate.	Formative: Checking for understanding Summative: Chapter test	Research the differences between licensee and agency in real estate. Read this article . Write two paragraphs reporting research findings.	ELA: Writing, Speaking: Students will write and perform a TikTok detailing the difference between licensee and agency.	Internet, computer, projector, word processing or desktop publishing software, teacher lecture, teacher made material, Study.com lesson plans
Students will describe the creation of agency and non-agency agreements.	Formative: Exit ticket Summative: Chapter test	Non-Agency Relationships & Agreements: Elements & Disclosures lesson plan	ELA: Students will complete a comparison contrast chart highlighting the differences and similarities between agency and non-agency agreements.	Internet, computer, projector, word processing or desktop publishing software, teacher lecture, teacher made material, Study.com lesson plans
Students will outline the duties involved in a real estate agency.	Formative: Exit ticket Summative: Rubric	Guest speaker interview Students create a presentation on duties based on a guest speaker interview.	ELA: Research, Interview, Writing, Speaking: Students will locate someone in a leadership role in a real estate agency, and contact them for an interview. Students will	Internet, computer, projector, presentation software, teacher lecture, teacher made material, Study.com lesson plans

			then write interview questions and conduct the interview either by email, video conferencing programs, or phone and record responses. Students will then create a Prezi where they demonstrate that they have categorized and organized the duties of a real estate agency.	
Students will contrast the roles of a buyer's licensee and a seller's licensee in real estate.	Formative: Checking for understanding Summative: Chapter test	Class lecture/presentation Class discussion	ELA: Students will complete a comparison contrast chart highlighting the differences and similarities between a buyer's license and a seller's license..	Internet, computer, projector, word processing or desktop publishing software, teacher lecture, teacher made material, Study.com lesson plans
Students will determine and explain what sellers expect from the real estate licensee. Students will explain what sellers expect from the real estate licensee.	Formative: Exit ticket Summative: Report rubric	Interview the guest speaker Write a report explaining what sellers expect from the real estate licensee.	ELA: Writing: Students will create a pamphlet using Flipbuilder that real estate agents can give to their clients that details what the sellers can expect from their licensee.	Internet, computer, projector, word processing or desktop publishing software, teacher lecture, teacher made material, Study.com lesson plans
Students will demonstrate ways licensees meet buyers' needs, including assisting with price negotiations, completing paperwork, researching selling prices of comparable homes,	Formative: Exit ticket Summative: Test	Class lecture/presentation Complete sample forms Demonstrate/role play	ELA: Writing, Researching: Students will create a LiveBinder portfolio demonstrating both professional documents and appropriate links used in meeting buyer's needs. The LiveBinder must be named appropriately and	Internet, computer, projector, word processing or desktop publishing software, teacher lecture, teacher made material, Study.com lesson plans

determining the price range the client can afford to spend, and explaining financing options.			demonstrate sections that are appropriately identified with subheadings.	
Students will explain the licensee's role in disclosing problems that might be encountered during a sale and arranging for resolutions.	Formative: Check for understanding Summative: Test	Students will list how problems can be resolved such as home inspections, loans, etc.	ELA: Writing, elements of script writing: Students will write and perform a skit demonstrating a problem that might be encountered during a real estate sale as well as resolutions to the problem.	Internet, computer, projector, word processing or desktop publishing software, teacher lecture, teacher made material, Study.com lesson plans
Students will demonstrate the process of showing properties, interviewing potential buyers before property showings, and obtaining necessary information from buyers before formulating a purchase offer for a property.	Formative: Exit ticket Summative: Rubric for website project	Role play Create a sample website with pictures of personal home with appropriate terminology	ELA: Writing, elements of script writing: Students will write and perform a skit demonstrating the following assigned elements: showing properties, interviewing potential buyers, or obtaining necessary buyer information.	Internet, computer, projector, word processing or desktop publishing software, teacher lecture, teacher made material, Study.com lesson plans

Key Vocabulary

licensee, agency, real estate, Multiple Listing Service (MLS), Agency Agreement, Non-agency Agreement, real estate agency, fiduciary responsibilities, traditional agency responsibilities, Disclosure of Conflict of interest, contract, buyer, seller, licensee, sellers, real estate license(e), adhering to time frames, guidance on pricing, inspections, advertising, negotiating, closing, licensee, buyer, price negotiation, price comparison, financing, mortgage, pricing guide, purchase agreement, property value, disclosure, resolution, property, showing, potential buyer, pre-approval

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Guest speaker

CTSO Connection:

Prepare for FBLA and/or DECA competitive events.

Certification/Credential Connection:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management, ASK Institute- Fundamental Marketing Concepts, Certiport – Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Certified Guest Service Professional, National Retail Federation – National Professional Certification in Customer Service and Sales

Unit 6 Title: Post-Contract Service

Content Standards

18. Describe the licensee's responsibilities in coordinating the buyer's professional home inspection with the seller.
19. Explain how to negotiate payments and to oversee completing required repairs on the seller's behalf if needed.
20. Discuss the licensee's responsibilities in preparing for closing, the actual closing, and tracking the loan process after the signing of a listing agreement.
21. Explain the importance for licensee follow-up after the closing to attempt to clarify and resolve conflicts with a dissatisfied buyer.

Unpacked Learning Objectives

Students know:

- The licensee's responsibilities in coordinating the buyer's professional home inspection with the seller.
- How to negotiate payments and to oversee completing required repairs on the seller's behalf if needed.
- The licensee's responsibilities in preparing for closing, the actual closing, and tracking the loan process after the signing of a listing agreement.
- The importance for licensee follow-up after the closing to attempt to clarify and resolve conflicts with a dissatisfied buyer.

Students are able to:

- Explain the licensee's responsibilities in coordinating the buyer's professional home inspection with the seller.
- Describe how to negotiate payments and to oversee completing required repairs on the seller's behalf if needed.
- List the licensee's responsibilities in preparing for closing, the actual closing, and tracking the loan process after the signing of a listing agreement.
- Discuss the importance for licensee follow-up after the closing to attempt to clarify and resolve conflicts with a dissatisfied buyer.

Students understand that:

- A licensed real estate agent can gain access to the MLS, make the buying process easier, and help sellers get the best price for their homes.
- There are programs that are designed to resolve disputes between buyers, sellers, and real estate brokers/salespeople

Unit Driving/Essential Question	How can the real estate agent ensure the buying process is a simple process for a first time home buyer?
Exemplar High Quality Unit Task	Create a presentation explaining each step in the closing process.

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Students will describe the licensee's responsibilities in coordinating the buyer's professional home inspection with the seller.	Formative: Q/A class discussion Summative: Test	Class presentation Note taking Create a list of responsibilities of the licensee during the home inspection process.	ELA: Writing: Students will write a business letter following the guidelines for writing business letters explaining the responsibilities involved in coordinating the buyer's professional home inspection with the seller. The guidelines need to be contained to the body of the letter, and the introduction needs to include the reason for the letter.	Internet, computer, word processing software, teacher lecture, teacher made materials, notebook, Study.com lesson plans

<p>Students will explain how to negotiate payments and to oversee completing required repairs on the seller's behalf if needed.</p>	<p>Formative: Notebook check</p> <p>Summative: Rubric</p>	<p>Class presentation</p> <p>Note taking</p> <p>Research payments and repairs related to home inspections.</p> <p>Report on payments and repairs related to home inspections.</p>	<p>ELA: Fiction Writing, Speaking: students will complete a creative writing activity where they write out a detailed problem that is found during the home inspection process. The scenarios will be presented at random to students who will practice explaining how they would go about overseeing the repairs for these unforeseen situations.</p>	<p>Internet, computer, word processing software, teacher lecture, teacher made materials, notebook, Study.com lesson plans</p>
<p>Students will discuss the licensee's responsibilities in preparing for closing, the actual closing, and tracking the loan process after the signing of a listing agreement.</p>	<p>Formative: Exit ticket</p> <p>Summative: Presentation rubric</p>	<p>Class presentation</p> <p>Note taking</p> <p>Create a list of responsibilities of the licensee during the closing process.</p> <p>Create a presentation explaining each step in the closing process.</p>	<p>ELA: Writing, Speaking: Students will write a script and use VoiceThread to make an instructional podcast where they discuss the licensee's responsibilities in preparing for closing, the actual closing, and tracking of the loan process.</p>	<p>Internet, computer, word processing software, presentation software, teacher lecture, teacher made materials, notebook, Study.com lesson plans</p>
<p>Students will explain the importance for licensee follow-up after the closing to attempt to clarify and resolve conflicts with a dissatisfied buyer.</p>	<p>Formative: Q/A class discussion</p> <p>Summative: Exit ticket</p>	<p>Class presentation</p> <p>Note taking</p> <p>Create a survey for the licensee to give to buyers after the home buying process.</p>	<p>ELA: Writing, Speaking: Students will work together to write a script that follows the narrative of an angry and dissatisfied buyer who is provided reassurance and support by the licensee. The script will not provide the script for the licensee, as they must use</p>	<p>Internet, computer, word processing software, teacher lecture, teacher made materials, Study.com lesson plans</p>

			their skills and knowledge to think quickly about the best way to solve the problem. The audience (class) will then offer their feedback concerning the licensee's choices in solving the problem.	
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Key Vocabulary

home inspection, negotiation, appraisal, home inspection, closing, listing agreement, signing, loan process, mortgage, conflict resolution, follow-up, Dispute Resolution System (DRS), negotiation, mediation, arbitration

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Present as if presenting at a business meeting.

CTSO Connection:

Prepare for FBLA and/or DECA competitive events.

Certification/Credential Connection:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management, ASK Institute- Fundamental Marketing Concepts, Certiport – Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Certified Guest Service Professional, National Retail Federation – National Professional Certification in Customer Service and Sales