

Subject: BMI3C		Grade: 11
Date:	Duration: 180 minutes	Lesson No:2.4
Unit: 2	Topic-Inventory Control	

**Overall Expectations (*Directly from The Ontario Curriculum*)**

By the end of this course, students will:

- explain the stages of product development;
- explain the factors involved in the pricing of goods, services, and events;
- compare a variety of distribution strategies and the logistics associated with them;
- demonstrate an understanding of the strategies involved in the promotion of goods, services, and events.

**Specific Expectations (*Directly from The Ontario Curriculum*)**

By the end of this course, students will:

- explain different systems of inventory control (e.g., just-in-time inventory, warehousing, overstocking, understocking);

**Learning Skills (*Where applicable*):**

Independent Work – Students self-study before and after class.

Responsibility – Students must complete their homework and classwork before the next class.

Initiative – Students are encouraged to ask questions and participate in class discussions.

Collaboration – Students will work in groups for various activities.

**Learning Goals (*What do I want the students to know and/or be able to do?*)**

Understand the different systems of inventory control (e.g., just-in-time inventory, warehousing, overstocking, understocking);

**Success Criteria**

*(Based on the application, how will I know students have learned what I intended?)*

*(Recording Devices: anecdotal record, checklist, rating scale, rubric)*

By the end of class:

After completing the assessment the students will be able to apply their knowledge of inventory management strategies to a real-world scenario, considering the specific needs and challenges of the electronics retail

industry. It encourages critical thinking and the ability to make informed recommendations based on comparative analysis.

### Materials and Resources

TPT  
Marketing Dynamics textbook  
AI- Chat GTP

### Lesson Structure and Activities

Timing	Lesson
30 <i>minutes</i>	Review
60 <i>minutes</i>	<p>Lesson</p> <ul style="list-style-type: none"> <li>● Systems of inventory control</li> <li>● Importance of inventory control</li> <li>● Key features, benefits and drawbacks of each system</li> <li>● Comparison.</li> </ul>
30 <i>minutes</i>	Reading book page 206-209
30 minutes	Application question,
30 minutes	Group work - complete marketing report due 16th November.

Assignments / Homework	
Report due and oral assessment Friday	
Reflections <i>(What do I need to do to become more effective as a teacher in supporting student learning?)</i>	

The Erindale Academy Daily Lesson Plan Unit # and Lesson Plan #

Assessment Strategies					
For Learning		As Learning		Of Learning	
<p>Student product:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Diagnostic tests</li> <li><input type="checkbox"/> Pop quizzes</li> <li>Homework</li> <li><input type="checkbox"/> Class notes</li> <li>feedback</li> <li><input type="checkbox"/> Practice questions</li> <li>tests</li> <li>Observation:</li> <li><input type="checkbox"/> Class discussions</li> <li>feedback</li> <li>Conversation:</li> <li><input type="checkbox"/> Student teacher conferences</li> <li><input type="checkbox"/> Small group discussions</li> </ul>		<p>Student product:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning logs</li> <li>Self-assessment sheet</li> <li><input type="checkbox"/> Homework</li> <li>Self-analysis sheet</li> <li><input type="checkbox"/> Peer-analysis sheet</li> <li>Observation:</li> <li><input type="checkbox"/> Whole class discussions</li> <li><input type="checkbox"/> Group discussions</li> <li>Conversation:</li> <li><input type="checkbox"/> Student teacher conferences</li> <li><input type="checkbox"/> Small group discussions</li> <li><input type="checkbox"/> Pair work</li> </ul>		<p>Student product:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assignments</li> <li>Tests</li> <li><input type="checkbox"/> Exam</li> <li>Case studies</li> <li><input type="checkbox"/> Business report</li> <li>card</li> <li>Exit</li> <li>Observation:</li> <li><input type="checkbox"/> Student-led discussion/debate</li> <li><input type="checkbox"/> Presentation</li> <li>Performance tasks</li> <li>Conversation:</li> <li><input type="checkbox"/> Student teacher conferences</li> <li><input type="checkbox"/> Question and answer session</li> </ul>	
Lesson Tools					
<p>Direct Instruction</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Structured overview</li> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Compare &amp; contrast</li> <li><input type="checkbox"/> Socratic method</li> <li><input type="checkbox"/> Demonstrations</li> </ul>	<p>Indirect Instruction</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Problem solving</li> <li><input type="checkbox"/> Case studies</li> <li><input type="checkbox"/> Reading for meaning</li> <li><input type="checkbox"/> Inquiry</li> <li><input type="checkbox"/> Reflective discussion</li> <li><input type="checkbox"/> Writing to inform</li> <li><input type="checkbox"/> Concept formation</li> <li><input type="checkbox"/> Concept mapping</li> <li><input type="checkbox"/> Concept attainment</li> </ul>	<p>Interactive Instruction</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> PowerPoint</li> <li><input type="checkbox"/> Video clip</li> <li><input type="checkbox"/> Debates</li> <li><input type="checkbox"/> Role playing</li> <li><input type="checkbox"/> Brainstorming</li> <li><input type="checkbox"/> Peer partner</li> <li><input type="checkbox"/> Learning/analysis</li> <li><input type="checkbox"/> Discussion</li> <li><input type="checkbox"/> Laboratory groups</li> <li><input type="checkbox"/> Cooperative learning</li> <li><input type="checkbox"/> Groups</li> <li><input type="checkbox"/> Jigsaw</li> <li><input type="checkbox"/> Problem solving</li> <li><input type="checkbox"/> Conferencing</li> </ul>	<p>Independent Study</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Essays</li> <li><input type="checkbox"/> Computer assisted instruction</li> <li><input type="checkbox"/> Journals</li> <li><input type="checkbox"/> Learning logs</li> <li><input type="checkbox"/> Reports</li> <li><input type="checkbox"/> Learning activity packages</li> <li><input type="checkbox"/> Correspondence lessons</li> <li><input type="checkbox"/> Learning contracts</li> <li><input type="checkbox"/> Homework</li> <li><input type="checkbox"/> Research projects</li> <li><input type="checkbox"/> Assigned questions</li> <li><input type="checkbox"/> Learning centers</li> </ul>	<p>Experiential Learning</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Field trips</li> <li><input type="checkbox"/> Conducting</li> <li><input type="checkbox"/> Experiments</li> <li><input type="checkbox"/> Simulations</li> <li><input type="checkbox"/> Games</li> <li><input type="checkbox"/> Story telling</li> <li><input type="checkbox"/> Focused imaging</li> <li><input type="checkbox"/> Field observations</li> <li><input type="checkbox"/> Role-playing</li> <li><input type="checkbox"/> Model building</li> <li><input type="checkbox"/> Surveys</li> <li><input type="checkbox"/> Case studies</li> </ul>	<p>Instructional Skills</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explaining</li> <li><input type="checkbox"/> Demonstrating</li> <li><input type="checkbox"/> Questioning</li> </ul>