# Brief Description

***Erosion & Sediment Control*Distance Learning – High School Activity**

**Student Information Packet Questionnaire**

The Student Information Packet gives basic information about what erosion and sedimentation is and how we manage accelerated erosion. When accompanied with the following questionnaire sheet, in combination with the Rules and Regulations that are linked in the packet, the packet can be used as a mini-research assignment to supplement the high school curriculum.

# Specific Instruction

Read ‘What is Erosion and Sedimentation’, pages 3-7 of the [Student Information Packet](https://files.nc.gov/ncdeq/Energy%2BMineral%2Band%2BLand%2BResources/Erosion%2Band%2BSediment%2BControl/esc_education/student_information_packet.pdf), and then complete Part I and II of the accompanying questionnaire, which can be accessed as a [Microsoft Word](https://files.nc.gov/ncdeq/Energy%20Mineral%20and%20Land%20Resources/Erosion%20and%20Sediment%20Control/esc_education/What-is-Erosion---Sedimentation---HS-Questionnaire.docx) document or a [PDF](https://files.nc.gov/ncdeq/Energy%20Mineral%20and%20Land%20Resources/Erosion%20and%20Sediment%20Control/esc_education/What-is-Erosion---Sedimentation---HS-Questionnaire.pdf) file. Teachers, if you need an answer sheet email the current Sediment Education Specialist/Engineer.

# Standards Correlation

EEn.2.1 Explain how processes and forces affect the lithosphere.
EEn.2.1.3 Explain how natural actions such as weathering, erosion (wind, water and gravity), and soil formation affect Earth’s surface.

EEn.2.2 Understand how human influences impact the lithosphere.
EEn.2.2.1 Explain the consequences of human activities on the lithosphere (such as mining, deforestation, agriculture, overgrazing, urbanization, and land use) past and present.

EEn.2.4 Evaluate how humans use water.
EEn.2.4.1 Evaluate human influences on freshwater availability
EEn.2.4.2 Evaluate human influences on water quality in North Carolina’s river basins, wetlands and tidal environments

W.9-10.1; W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.5; W.11-12.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.6; W.11-12.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

# For More Information

More activities and information can be found at [http://deq.nc.gov/E&SCedu](http://deq.nc.gov/E%26SCedu) and on the Packets and Activities for Students and Teachers page, including an online interactive vocabulary set.

We’d love to hear from you! Give us feedback [here](https://forms.office.com/Pages/ResponsePage.aspx?id=3IF2etC5mkSFw-zCbNftGeRWa4Q1AflMpi39Z4cQtn9UNDkyRTRLRjVGNVU3V0RMVDNPSUFSODc4Ry4u) so we can better serve you and your students.