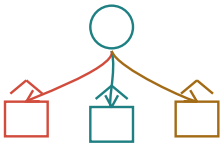
Powers of the Branches



Name _____ Date _____

1 Recall, then make a connection.

Start from memory. Write a meaning or quick example for each term.

legislative	executive	judicial

Distinguish legislative, executive, and judicial work in a public program. Why does identifying a branch's function answer a different question from identifying a national, state, or local level?

Context for the task

A branch of government and a level of government answer different questions. Legislative, executive, and judicial describe kinds of governmental responsibility. National, state, and local describe the reach and source of governmental authority. Congress is a national legislature; North Carolina's General Assembly is a state legislature. A governor is an executive official, not another name for an entire state government. Mixing these categories makes it difficult to identify who can act.

2 Organize the records.

Three desks, three jobs

These cards concern a fictional state storm program.

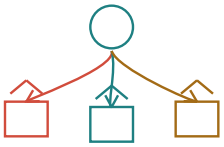
Match each action to its main branch function.

A. Legislative **B.** Executive **C.** Judicial

Write the category letter beside each record.

1. ___ The General Assembly enacts the storm-preparedness law.
2. ___ An authorized state agency coordinates supply deliveries under that law.
3. ___ A court decides a properly filed challenge to an order.
4. ___ The legislature authorizes program funding through law.
5. ___ Agency staff implement the approved distribution plan.

Evidence, application & transfer.



3 Read the evidence closely.

Did the program reach people?

The county reports that it carried out the distribution plan. You are checking implementation, not whether the legislature passed the authorizing law.

Select every record directly relevant to implementation.

A. Delivery logs identify the supplies received at each designated shelter.

B. Shelter records show whether residents received the services the plan promised.

C. The legislative bill's title announces the purpose of the program.

D. A campaign advertisement promises efficient government.

Selections: _____ Explain your reasoning:

4 Apply the idea.

The warning that some residents cannot receive

In the fictional response, federal partners provide approved national resources; North Carolina coordinates statewide agencies and assistance; Harbor County coordinates local emergency operations and shelters. The county publishes an audio-only warning. Some deaf residents cannot receive the instructions. DOJ guidance explains that state and local emergency programs must be accessible under the ADA and recommends multiple accessible warning methods.

Which assessment compares responsibilities and rights accurately?

A. The three levels have different supporting and operational roles, and the local warning needs accessible ways for affected residents to receive the same safety information.

B. Federal resources remove every state and local responsibility for access.

C. Because the audio warning was sent, every resident necessarily received usable information.

My choice: _____ Explain why it fits:

5 Carry the idea forward.

Write a response-desk note that identifies one legislative, executive, and judicial action, then compares the three government levels in the storm case. Explain how the warning should be evaluated for access.