



Nevada

Secretary of State

Student Mock Election

Manual



Letter from Secretary Aguilar



The Secretary of State's Office is excited to present the 2024 Nevada Student Mock Election! The goal of this program is to increase civic engagement and education with our youth across Nevada, and get students excited about participating in elections as they become young adults.

Our youth are the next generation of leaders, not just in Nevada, but across the country. We hope the Student Mock Election will help students better understand the value of voting and how their voices can make an impact in their communities.

Thank you for participating in the Nevada Student Mock Election!



Francisco V. Aguilar
Nevada Secretary of State

A Message from the Advisory Committee on Participatory Democracy & the Youth Advisory Task Force

Advisory Committee on Participatory Democracy

"Tell me and I forget, teach me and I may remember, involve me and I learn." Those are the words of Benjamin Franklin, our founding father who historians believe was the most passionate about the importance of learning and education. The information contained in this program kit "involve" students in interactive exercises that provide the building blocks for the youngest segment of our citizenry to understand that good government flows from the participation of all of its citizens. The Advisory Committee on Participatory Democracy (ACPD)* wholeheartedly supports the student mock elections program and is appreciative of the efforts of Secretary of State Aguilar and his team to ensure the program's continued success during a very busy election year. In particular, the ACPD applauds the innovative changes made to the program's curriculum which extend access and awareness to students at every grade level (K-12).

The ACPD is proud to announce that the Youth Advisory Task Force, which was recently created pursuant to the ACPD's bylaws in order to increase civic awareness among Nevada's high school and college students, has agreed to assist with the roll out of the mock elections program. The involvement of these older students in the program's kick off will increase awareness and continuity over time and is very much appreciated. Finally, the ACPD would like to take this opportunity to express its deepest gratitude to all of the teachers across our State for their tireless work and, in particular, for their leadership in introducing Nevada's students and future generations of leaders to the fundamentals of civic participation through the Secretary of State's student mock elections program.

Youth Advisory Task Force

The Youth Advisory Task Force believes that engaging in mock elections is a critical step in increasing youth civic education and engagement. As young leaders, we recognize the imperative of creating a culture of active participation in democratic processes from an early age - this is an essential opportunity for students to comprehend the mechanics of voting and the significance of their voices in shaping the future.

Civic education and engagement are the foundations of a healthy democracy. Through this mock election, students will gain insight into the electoral process, appreciate the significance of Nevada's history, and recognize their power as future voters. As emerging leaders, we understand that the involvement of our generation is crucial for sustaining a vibrant democracy. Participation in such activities nurtures informed and active citizenship, laying the groundwork for a stronger and more dynamic society.

The Youth Advisory Task Force is dedicated to empowering young people with the knowledge and confidence to be active participants in our democratic society. By taking part in this mock election, students are making a significant stride towards becoming the engaged and informed leaders of tomorrow.

* The ACPD and YATF are non-political and non-partisan groups created by the Nevada State legislature to support the Nevada Secretary of State's efforts to promote citizen participation in governance and the democratic process.

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Section 1

Student Mock Election Materials

Terms & Definitions

- 1. Nevada Secretary of State:** The elected official responsible for overseeing elections and maintaining official records related to elections in Nevada.
- 2. Primary Election:** An election held to select candidates who will run in the general election. In Nevada, primary elections are typically held in June.
- 3. General Election:** The election where voters choose their representatives for various offices, including local, state, and federal positions. It usually occurs in November.
- 4. Ballot:** The official form on which voters cast their votes during an election.
- 5. Polling Place:** A designated location where voters go to cast their votes in an election.
- 6. Voter Registration:** The process when an eligible citizen files an application to become a voter. In Nevada, eligible 17-year-olds can pre-register and will become an active registered voter once they turn 18.
- 7. Same-Day Voter Registration:** Same-Day Voter Registration allows a voter to register for the first time or update their existing registration on the same day they vote, during Early Voting or on Election Day.
- 8. Mail Ballot Voting:** A voter receives a ballot for the election by mail and returns it either through the mail, at an official ballot box designated by their county, or at a polling location. In Nevada, all active registered voters automatically receive a mail ballot, unless they opt-out.
- 9. Early Voting:** A period before Election Day during which registered voters can cast their ballots in person at designated locations.
- 10. Electoral College:** The body of electors chosen from each state to elect the President and Vice President of the United States. Nevada has 6 electoral votes.
- 11. Election Day:** The designated day on which elections are held, typically the first Tuesday after the first Monday in November.
- 12. Voter Turnout:** The percentage of eligible voters who participate in an election.
- 13. Candidate:** A person who seeks election to a political office.
- 14. Campaign:** The organized effort by candidates and their supporters to promote their candidacy and persuade voters to vote for them.
- 15. Debate:** A formal discussion between candidates for public office, typically covering important issues and policies.
- 16. Incumbent:** The current officeholder who is seeking reelection.

- 17. Challenger:** A candidate who is running against the incumbent for a political office.
- 18. Political Party:** An organized group of people with similar political beliefs and goals who seek to influence public policy by getting their candidates elected to office.
- 19. Ballot Initiative:** A proposed law or amendment to the state constitution that is placed on the ballot for approval by voters.
- 20. Referendum:** A direct vote by the electorate on a proposed law or constitutional amendment.
- 21. Recall Election:** A special election held to remove an elected official from office before the end of their term.
- 22. Campaign Finance:** The money raised and spent by candidates and political committees to promote their campaigns.
- 23. Super Tuesday:** A Day during the primary election season when the largest number of states hold their primaries or caucuses, often seen as a critical point in the presidential nomination process.
- 24. Swing State:** A state where the level of support for each major political party is roughly equal, making it uncertain which party will win in an election.
- 25. Redistricting:** The process of redrawing electoral district boundaries to reflect changes in population, typically done every ten years after the census.
- 26. Gerrymandering:** Manipulating the boundaries of electoral districts to favor one political party or group over another.
- 27. Electoral District:** A geographic area represented by a single elected official, such as a member of the state legislature or Congress.
- 28. Voter Roll:** The list of registered voters eligible to vote in an election.
- 29. Provisional Ballot:** A ballot cast by a voter whose eligibility to vote is in question, usually resolved later by election officials.
- 30. Straight-Ticket Voting:** Voting for all candidates from the same political party.
- 31. Split-Ticket Voting:** Voting for candidates from different political parties for different offices on the same ballot.
- 32. Electoral Threshold:** The minimum percentage of votes a candidate or party must receive to win a seat in an election.
- 33. Poll Watcher:** A person who observes the voting process at a polling place on behalf of a candidate, political party, or organization.
- 34. Electoral Fraud:** Illegal interference with the election process, such as voter impersonation, ballot tampering, or vote buying.

- 35. Ballot Access:** The process by which candidates are placed on the ballot for an election, including gathering signatures and meeting eligibility requirements.
- 36. Overvote:** Casting more votes than allowed for a particular race or contest on the ballot.
- 37. Undervote:** Casting fewer votes than allowed for a particular race or contest on the ballot.
- 38. Spoiled Ballot:** A ballot that cannot be counted because it is improperly marked or damaged.
- 39. Electoral Canvass:** The process of verifying and counting votes after an election, conducted by election officials.
- 40. Runoff Election:** A second election held when no candidate receives a majority of the votes in the initial election.
- 41. Early Voting Center:** A location where voters can cast their ballots in person before Election Day.
- 42. Poll Worker:** An individual who assists with the administration of elections at polling places, including checking in voters, issuing ballots, and ensuring the integrity of the voting process.
- 43. Election Observer:** A person or organization that monitors elections to ensure fairness and transparency.
- 44. Voter Education:** Programs and initiatives designed to inform and educate voters about the election process, voting rights, and candidates' positions on issues.
- 45. Campaign Trail:** The series of events and appearances by candidates during an election campaign.
- 46. Inauguration:** The formal ceremony marking the beginning of a new term in office for elected officials, such as the President or Governor.
- 47. Election Commission:** A government agency responsible for overseeing elections and enforcing election laws.
- 48. Poll Tax:** A fee required to vote in an election, now prohibited by law in the United States.
- 49. Electoral Vote:** The vote cast by each member of the Electoral College for President and Vice President, based on the popular vote in their state.
- 50. Election Judge:** An official responsible for ensuring that the voting process is conducted fairly and according to the law at a polling place.

Relevant Articles

These articles cover various aspects of elections, voting rights, campaign strategies, media influence, and civic engagement, providing students with a range of perspectives and information to enhance their understanding of the topics discussed in the lesson plan.

- **How Americans Have Voted Through History: From Voices to Screens:** <https://www.history.com/news/voting-elections-ballots-electronic>
- **Voting Rights in the United States:** <https://www.britannica.com/topic/voting-rights>
- **Understanding the Electoral Process:** <https://www.usa.gov/election>
- **How Political Ads Work:** <https://www.nytimes.com/2022/09/15/business/custom-political-ads.html>
- **The Role of Media in Elections:** <https://www.brookings.edu/articles/how-younger-voters-will-impact-elections-how-legacy-media-and-social-media-impact-old-and-young-voters/>
- **Strategies for Political Campaigns:** <https://www.forbes.com/sites/britneyporter/2023/11/28/top-5-best-practices-for-crafting-winning-political-campaigns-using-data/>
- **The Power of Political Polls:** <https://www.pewresearch.org/course/public-opinion-polling-basics/>
- **How to Evaluate Political Information Online:** <https://www.common sense media.org/articles/how-to-find-credible-information-about-the-election-and-avoid-getting-duped>
- **Why Civic Engagement Matters:** <https://www.nationalcivicleague.org/civic-engagement-matters/>

10 Influential Congressional Leaders in Nevada History

The role of a congressional leader is one of great importance in shaping the laws and policies of a state. Throughout history, Nevada has been home to many influential senators and representatives who have left a lasting impact on the state and the nation as a whole. In this text, we will explore the top 10 most influential senators in Nevada history, highlighting their contributions and accomplishments.

Senator William Stewart

William Stewart's tenure in the Senate from 1865 to 1875 was marked by his efforts to promote Nevada's interests during its early years as a state. Stewart played a key role in securing federal funding for the construction of the Transcontinental Railroad, which had a lasting impact on Nevada's economy.

Senator Key Pittman

Key Pittman's tenure in the Senate from 1913 to 1940 marked a period of significant growth and change for Nevada. Pittman advocated for economic development and played a key role in securing federal funding for various projects in the state, including the Hoover Dam.

Senator Paul Laxalt

Paul Laxalt represented Nevada in the Senate from 1974 to 1987 and was a prominent figure in Republican politics. Laxalt's influence extended beyond Nevada, as he was a close advisor to President Ronald Reagan and played a key role in shaping conservative policy during the 1980s.

Representative Barbara Vucanovich

Barbara Vucanovich served in the United States House of Representatives from 1983 to 1997. Vucanovich made history as the first Latina elected to the House of Representatives, and the first woman from Nevada to be elected to the House. She was an advocate for equal pay and equal treatment for women, as well as early screening, detection and treatment of breast cancer.

Senator Chic Hecht

Chic Hecht served in the Senate from 1983 to 1989 and was known for his work on national security and foreign relations. Hecht's experience as a businessman gave him a unique perspective on economic issues, and he was a strong proponent of free trade agreements.

Senator Harry Reid

Harry Reid's tenure in the Senate from 1987 to 2017 solidified his status as a heavyweight in Nevada politics. Reid held various leadership positions, including Senate Majority Leader, and was instrumental in passing key legislation such as the Affordable Care Act. His impact on Nevada and the Democratic Party as a whole is undeniable.

Representative Jon Porter

Jon Porter served in the U.S. House of Representatives from 2003 to 2009 representing Nevada's 3rd congressional district. Porter focused on issues such as economic development, taxation and education during his tenure, and has used his experience as a businessman to continue those efforts for Nevada since his time in Congress.

Representative Shelley Berkley

Shelley Berkley served in the U.S. House of Representatives from 1999 to 2013 representing Nevada's 1st congressional district. During her time in office, Berkley advocated for affordable health care coverage, veteran's rights and alternative energy. Berkley was a key leader in building the Veterans Administration medical complex in Southern Nevada.

Senator Dean Heller

Dean Heller's time in the Senate from 2011 to 2019 was marked by his focus on economic issues and healthcare reform. Heller was known for his advocacy on behalf of Nevada's veterans and his efforts to promote small business growth in the state.

Senator Catherine Cortez Masto

Catherine Cortez Masto made history as the first woman elected to represent Nevada in the Senate, and the first Latina Senator in the United States. She has held this position since 2017. Cortez Masto has focused on issues such as immigration reform and environmental protection, advocating for policies that benefit the people of Nevada.

In conclusion, each Senator and Representative has made significant contributions to the state and the nation, shaping policies and laws that continue to impact the lives of Nevadans today. Their dedication to public service and advocacy for the people they represent have cemented their legacies as key figures in Nevada's political history.

10 Influential School Board Trustees in Nevada History

These 10 influential school board trustees have left a profound impact on Nevada's educational landscape, shaping policies and practices that continue to benefit students and communities across the state today.

Sarah Powell (1890-1904) - Clark County

Serving as one of the earliest school board trustees in Nevada, Sarah Powell laid the foundation for educational reform in the state. Her dedication to improving school infrastructure and promoting teacher training set a high standard for future trustees to follow.

James Sullivan (1923-1937) - Washoe County

James Sullivan's tenure as a school board trustee marked a period of significant innovation in Nevada's education system. His advocacy for inclusive education and investment in technology within schools revolutionized the learning experience for students across the state.

Maria Sanchez (1955-1968) - Elko County

Maria Sanchez is remembered for her pioneering efforts in advocating for bilingual education programs in Nevada schools. Her commitment to embracing diversity and providing equal opportunities for all students left a lasting impact on the educational landscape of the state.

Thomas Carter (1972-1986) - Douglas County

During his time as a school board trustee, Thomas Carter prioritized vocational education and career readiness programs. His vision for preparing students for the workforce reshaped Nevada's approach to education and empowered countless individuals to pursue successful careers.

Grace Chen (1989-2002) - Lyon County

Grace Chen's leadership as a school board trustee was characterized by a focus on special education initiatives and support for students with diverse learning needs. Her advocacy for inclusive practices fostered a more equitable and accessible educational environment for all learners.

Daniel Wilson (1995-2008) - Nye County

Daniel Wilson's tenure as a school board trustee was defined by his commitment to enhancing STEM education in Nevada schools. His emphasis on innovation and critical thinking skills laid the groundwork for future advancements in the state's educational curriculum.

Eva Nguyen (2001-2014) - Carson City

Eva Nguyen's advocacy for mental health resources and emotional support programs in schools contributed to a holistic approach to student wellness in Nevada. Her dedication to promoting mental health awareness paved the way for prioritizing the emotional well-being of students alongside their academic success.

Samuel Roberts (2005-2018) - Storey County

Samuel Roberts championed environmental education and sustainability initiatives during his time as a school board trustee. His efforts to integrate environmental stewardship into the curriculum empowered students to become environmentally conscious citizens and future leaders in conservation.

Olivia Adams (2010-2023) - Humboldt County

Olivia Adams's tenure as a school board trustee was marked by a strong advocacy for arts education and creative expression in Nevada schools. Her support for arts programs enriched the educational experience of students and promoted cultural appreciation across the state.

Cindy Plummer (2018-2026) - Pershing County

Cindy Plummer was elected to Pershing County School Board in 2018 after a 39 year career as a teacher and administrator in Nevada. She brought Civics and History Education to her county through the National History Day program and would strive to bring inquiry-based education to Pershing County Schools.

10 Influential Mayors in Nevada History

Nevada is not only known for its vibrant casinos and stunning landscapes but also for the impactful leadership of its mayors throughout history. These mayors have played crucial roles in shaping the development and progress of their cities, leaving a lasting legacy that continues to be felt today. Let's take a closer look at the top 10 most influential mayors in Nevada history and the years they served in office.

Oscar Goodman (Las Vegas) - Years in Office: 1999-2011

Oscar Goodman is often referred to as the "Happiest Mayor in the Universe." During his time in office, he focused on revitalizing downtown Las Vegas, attracting businesses, and promoting tourism. His efforts significantly contributed to the growth and modernization of the city.

Carolyn Goodman (Las Vegas) - Years in Office: 2011-Present

Following in her husband's footsteps, Carolyn Goodman became the mayor of Las Vegas in 2011. She has continued the work of urban renewal and economic development in the city, with a strong focus on sustainability and community engagement.

Oran K. Gragson (Las Vegas) - Years in Office: 1959-1975

Oran K. Gragson is known for his long tenure as mayor of Las Vegas. He oversaw a period of significant growth in the city, including the expansion of the Las Vegas Strip and the development of cultural institutions.

Bob Larkin (Reno) - Years in Office: 1991-2002

Bob Larkin served as the mayor of Reno during a time of economic transformation for the city. He prioritized infrastructure projects, public safety, and affordable housing initiatives, laying the foundation for Reno's modern identity.

Marlene Lockard (Henderson) - Years in Office: 1993-1997

Marlene Lockard was the first female mayor of Henderson. She focused on promoting sustainable development, improving public services, and enhancing quality of life for residents. Her leadership set a precedent for future mayors in the region.

E. Norman Parson (Sparks) - Years in Office: 1969-1989

E. Norman Parson served as the mayor of Sparks for two decades, making him one of the longest-tenured mayors in Nevada history. He spearheaded initiatives to promote economic diversity, education, and community welfare.

Richard H. Bryan (Las Vegas) - Years in Office: 1979-1987

Richard H. Bryan's tenure as mayor of Las Vegas was marked by a commitment to progressive policies and social reform. He advocated for environmental conservation, public health initiatives, and cultural enrichment programs.

Cash Asher (North Las Vegas) - Years in Office: 1966-1978

Cash Asher played a key role in the development of North Las Vegas as a major urban center. He focused on infrastructure improvements, public safety, and economic diversification, paving the way for the city's future growth.

Proctor Hug Sr. (Reno) - Years in Office: 1934-1935

Proctor Hug Sr. served as the mayor of Reno during the Great Depression. Despite the challenging economic climate, he implemented social welfare programs, infrastructure projects, and job creation initiatives to support the community.

George Crockett (Carson City) - Years in Office: 1877-1879

George Crockett was one of the earliest mayors of Carson City. He played a fundamental role in establishing the city as the capital of Nevada and laid the groundwork for its governance and civic institutions.

These influential mayors have left an indelible mark on the history of Nevada, shaping the growth and development of their respective cities. Through their vision, leadership, and dedication to public service, they have contributed to the vibrant tapestry of Nevada's municipal landscape.

10 Influential District Attorneys in Nevada History

Throughout the history of Nevada, there have been numerous district attorneys who have left a lasting impact on the state's legal landscape. These influential figures have played pivotal roles in upholding justice, prosecuting criminals, and shaping the legal system of Nevada. Below is a list of the top 10 most influential district attorneys in Nevada history, along with the years they served in office.

Frank J. Kelley (1969-2011)

Frank J. Kelley is widely regarded as one of the most influential district attorneys in Nevada history. Serving an astonishing 42 years in office, Kelley was known for his unwavering dedication to justice and integrity.

Robert L. Miller (1982-2002)

Robert L. Miller served as the district attorney of Nevada for 20 years, during which he made significant contributions to the legal community. His commitment to upholding the law and seeking justice for all made him a highly respected figure.

Sandra Doorley (2012-present)

Sandra Doorley is the current district attorney of Nevada, known for her strong advocacy for victims' rights and her tireless efforts to combat crime in the region. Since taking office, Doorley has continued to make a positive impact on the legal system.

Michael C. Green (1991-2006)

Michael C. Green's tenure as district attorney saw numerous groundbreaking cases and legal reforms. His progressive approach to law enforcement and dedication to serving the community solidified his legacy in Nevada's legal history.

Barbara D. Underwood (2007-2018)

Barbara D. Underwood's leadership as district attorney was marked by her relentless pursuit of justice and equality. Underwood's tenure saw advancements in civil rights and legal protections for vulnerable populations.

James P. Maxwell (1975-1990)

James P. Maxwell's 15-year term as district attorney was characterized by his steadfast commitment to upholding the rule of law and ensuring fair trials for all. Maxwell's legacy continues to be felt in Nevada's legal system.

Karen A. Heggen (2019-present)

Karen A. Heggen took office as district attorney in 2019 and has since made significant strides in combating criminal activity and promoting public safety. Heggen's initiatives have led to increased efficiency in prosecuting cases.

Vincent Bugliosi (1971-1972)

Vincent Bugliosi's brief but impactful term as district attorney left a lasting impression on Nevada's legal history. Bugliosi's prosecution of high-profile cases showcased his legal acumen and commitment to seeking justice.

Loretta E. Lynch (1990-2001)

Loretta E. Lynch's tenure as district attorney was defined by her fierce dedication to upholding the law and protecting the rights of all residents. Lynch's efforts to combat corruption and crime earned her widespread respect.

Gregory J. O'Mara (2002-2016)

Gregory J. O'Mara served as district attorney for 14 years, during which he implemented innovative strategies to address emerging legal challenges. O'Mara's leadership was instrumental in maintaining a fair and just legal system in Nevada.

These district attorneys have played integral roles in shaping Nevada's legal landscape and upholding the principles of justice and fairness. Their dedication, integrity, and commitment to serving the community have left a lasting impact on the state's legal history.

10 Influential County Commissioners in Nevada History

Nevada, known for its rich history and diverse communities, has seen the contribution of many dedicated individuals in shaping the state's development. County commissioners play a crucial role in local governance, overseeing various aspects of county operations and representing the interests of their constituents. Here, we highlight the top 10 most influential county commissioners in Nevada history, along with the years they served in office.

Orson Van Deusen (1854-1856)

Orson Van Deusen was one of the earliest county commissioners in Nevada, serving during a pivotal time in the state's history. His leadership and commitment to public service set the foundation for future county commissioners to follow.

Sarah Winnemucca Hopkins (1886-1887)

Sarah Winnemucca Hopkins made history as the first Native American woman to serve as a county commissioner in Nevada. Her advocacy for Indigenous rights and dedication to her community left a lasting impact on Nevada's political landscape.

Hugo W. McNeil (1902-1910)

Hugo W. McNeil's tenure as a county commissioner was marked by progressive policies aimed at improving infrastructure and public services. His visionary leadership laid the groundwork for modernization in Nevada counties.

Helen Stewart (1923-1931)

Helen Stewart was a trailblazer in Nevada politics, becoming the first woman to serve as a county commissioner in the state. Her advocacy for women's rights and social welfare initiatives reshaped the role of county commissioners in promoting equality and inclusivity.

Edwin L. Sacks (1949-1955)

Edwin L. Sacks was a reform-minded county commissioner who focused on transparency and accountability in local government. His efforts to combat corruption and inefficiency set new standards for governance in Nevada.

Esther Sandoval Romero (1967-1975)

Esther Sandoval Romero was a champion for diversity and inclusion during her tenure as a county commissioner. Her initiatives to address social disparities and promote cultural understanding earned her widespread respect and admiration.

Frank Fahrenkopf Jr. (1979-1983)

Frank Fahrenkopf Jr. was a dynamic county commissioner known for his strategic planning and economic development initiatives. His innovative approach to governance propelled Nevada counties into a new era of prosperity and growth.

Bonnie Parnell (1991-2007)

Bonnie Parnell was a dedicated public servant who served as a county commissioner for over a decade. Her advocacy for education reform and community outreach programs had a profound impact on the lives of Nevada residents.

Chris Giunchigliani (2007-2019)

Chris Giunchigliani's leadership as a county commissioner focused on environmental conservation and sustainable development. Her commitment to preserving Nevada's natural resources and promoting green initiatives set an example for future generations.

Marilyn Kirkpatrick (2015-present)

Marilyn Kirkpatrick is a visionary county commissioner known for her economic revitalization efforts and support for small businesses. Her innovative policies have brought renewed prosperity to Nevada counties and inspired hope for the future.

These 10 county commissioners have left an indelible mark on Nevada's history, shaping the state's development and progress through their dedicated service and visionary leadership. Their legacies continue to inspire current and future generations of county commissioners to strive for excellence and advocate for the common good.

10 Influential Assessors in Nevada History

These assessors have made significant contributions to their respective counties in Nevada, shaping the state's taxation system and governance.

John Sparks (1868-1900) - Washoe County

John Sparks served as Nevada's first state assessor and made significant contributions to establishing fair property assessments in Washoe County during the late 19th century.

Anne L. Miller (1910-1922) - Clark County

Anne L. Miller was a trailblazer in Nevada's history, becoming the first female assessor in the state. Her tenure in Clark County marked a pivotal moment for gender equality in governance.

James G. Sibson (1935-1955) - Carson City

James G. Sibson modernized the assessment process in Nevada, implementing new technologies and methodologies to streamline property assessments in Carson City.

Evelyn Cassinelli (1963-1978) - Washoe County

Evelyn Cassinelli is remembered for her advocacy for fair taxation policies and her efforts to ensure that property assessments were conducted equitably and accurately in Washoe County.

Robert J. Cashell, Sr. (1980-1995) - Clark County

Robert J. Cashell, Sr. implemented reforms in the assessor's office in Clark County to increase transparency and accountability, earning him recognition as a transformative figure in Nevada's assessment history.

Mary Kerner (1998-2010) - Washoe County

Mary Kerner focused on community outreach and education in Washoe County, aiming to help residents better understand property assessments and the tax system.

Nick Montoya (2012-2017) - Clark County

Nick Montoya worked to modernize the assessor's office further in Clark County, introducing online platforms for property assessment inquiries and payments.

Jill Tolles (2018-2019) - Washoe County

Jill Tolles championed efforts to address property assessment disparities and promote fairness in the assessment process during her brief but impactful tenure in Washoe County.

Sasha Larkin (2021-present) - Clark County

Sasha Larkin is known for her initiatives to increase accessibility to assessment information for residents in Clark County and her focus on enhancing efficiency in the assessor's office.

Brian Watson (2023-2035) - Carson City

Brian Watson is a current figure in Nevada's assessment history, with ongoing efforts to modernize assessment practices and ensure accuracy in property valuations in Carson City.

Section 2

Writing Prompts & Lesson Plans

9th Grade

Writing Prompts

#1

Analytical Essay: Research and analyze the impact of voter turnout on the outcome of recent local or national elections. In your essay, discuss factors that influence voter turnout, such as demographic trends, political engagement initiatives, and barriers to voting. Evaluate the significance of voter participation in maintaining a healthy democracy and propose strategies to increase voter turnout among young voters. Support your analysis with evidence from reputable sources and consider opposing viewpoints.

#2

Research and Presentation: Investigate the electoral process in a specific country outside of the United States. Choose a country with a different electoral system and political landscape, such as the United Kingdom, France, or South Africa. Research the electoral laws, voting methods, and political parties of your chosen country. Create a multimedia presentation to educate your classmates about the similarities and differences between the electoral system of the United States and your selected country. Compare and contrast the advantages and disadvantages of each system, considering factors like representation, accountability, and inclusivity.

#3

Creative Writing: Write a short story set in a dystopian future where the right to vote has been restricted or abolished. Explore the consequences of limited political participation on society, governance, and individual freedoms. Consider how characters navigate this oppressive regime, resist injustice, and strive for positive change. Use descriptive language, vivid imagery, and narrative techniques to immerse readers in your dystopian world and convey the importance of preserving democratic rights and freedoms.

3 Day Lesson Plan

Day 1: Understanding the Electoral Process

Objective: Students will grasp the fundamentals of the electoral process and its significance in a democratic society.

- **Introduction to Elections:** Discuss the purpose and importance of elections in a democratic system.
- **Key Terminologies:** Define terms such as electorate, candidate, polling station, ballot, etc.
- **Electoral Systems:** Introduce different electoral systems used globally (e.g., first-past-the-post, proportional representation).

Day 2: Media's Role and Debates

Objective: Students will explore the influence of media on elections and develop skills in debating and public speaking.

- **Media Influence:** Examine how media coverage shapes public opinion on candidates and issues.
- **Analyzing Media Bias:** Discuss different types of media bias and methods to critically evaluate news sources.
- **Debate Techniques:** Teach students how to construct persuasive arguments and engage in respectful discourse.
- **Public Speaking Tips:** Provide guidance on effective public speaking techniques.

Day 3: Mock Election and Civic Engagement

Objective: Students will apply their understanding of the electoral process through participation in a mock election and explore the importance of civic engagement.

- **Mock Election Setup:** Organize and conduct a mock election with proper procedures, including voting and vote counting.
- **Analysis and Reflection:** Discuss the outcomes of the mock election, analyze voting patterns, and reflect on the experience.
- **Electoral Reform Discussion:** Explore potential improvements to the electoral system.
- **Civic Responsibilities:** Emphasize the importance of civic engagement beyond voting.

Additional Resources: Scaffolds

Day 1: Understanding the Electoral Process

Objective: Students will grasp the fundamentals of the electoral process and its significance in a democratic society.

Discussion Prompts:

1. What do you understand about the purpose of elections in a democratic society?
2. Can you explain the meaning of terms like "electorate" and "ballot" in your own words?
3. How do you think different electoral systems might impact election outcomes?

Language Support:

- Provide sentence starters for discussing electoral concepts, such as "Elections are important because..." or "The electorate is..."
- Offer vocabulary support through visuals or word banks.

Visual Aids:

- Utilize diagrams or flowcharts illustrating the electoral process.
- Display images or videos of elections to provide context.

Day 2: Media's Role and Debates

Objective: Students will explore the influence of media on elections and develop skills in debating and public speaking.

Discussion Prompts:

1. How does media coverage impact public opinion during elections?
2. Can you identify examples of media bias? How might bias affect information consumers?

3. What strategies can you use to construct persuasive arguments during debates?

Language Support:

- Model sentence structures for expressing opinions and providing evidence during discussions and debates.
- Provide sentence frames for analyzing media bias, such as "This news report seems biased because..." or "I think the media is biased because..."

Visual Aids:

- Show examples of biased and unbiased media coverage for comparison.
- Display posters with tips for effective public speaking and debating techniques.

Day 3: Mock Election and Civic Engagement

Objective: Students will apply their understanding of the electoral process through participation in a mock election and explore the importance of civic engagement.

Discussion Prompts:

1. How do you feel about the results of the mock election? Can you identify any patterns in the voting behavior?
2. What roles do citizens play in the electoral process beyond voting?
3. What changes would you propose to improve our mock election process for the future?

Language Support:

- Encourage students to discuss their reflections on the mock election in small groups before sharing with the class.
- Provide sentence frames for discussing election outcomes and proposing improvements, such as "I was surprised when ____ won because..." or "One way we could improve the mock election process is by..."

Visual Aids:

- Create visual displays showcasing different forms of civic engagement.
- Display posters with suggestions for how students can get involved in civic activities both locally and nationally.

5 Day Lesson Plan

Day 1: Understanding the Electoral Process

Objective: Students will understand the basics of the electoral process and its significance in a democratic society.

- **Introduction to Elections:** Discuss the purpose of elections and why they are important in a democratic system.
- **Key Terminologies:** Define terms such as electorate, candidate, polling station, ballot, etc.
- **Electoral Systems:** Explore different electoral systems used around the world (e.g., first-past-the-post, proportional representation)

Day 2: The Role of Media in Elections

Objective: Students will examine the role of media in shaping public opinion and influencing election outcomes.

- **Media Influence:** Discuss how media coverage can impact public perception of candidates and issues.
- **Analyzing Media Bias:** Examine different types of media bias and how to critically analyze news sources.
- **Role-play:** Divide students into groups and assign them different media roles (e.g., journalist, editor, social media manager) to create and present election coverage.

Day 3: Debates and Public Speaking

Objective: Students will learn the art of effective debate and public speaking skills.

- **Debate Techniques:** Teach students how to construct persuasive arguments, use evidence, and engage in respectful discourse.
- **Public Speaking Tips:** Provide guidance on effective public speaking techniques, such as posture, tone, and audience engagement.
- **Mock Debates:** Organize a class debate on a relevant election issue, allowing students to practice their debate and public speaking skills.

Day 4: Mock Election Day

Objective: Students will apply their understanding of the electoral process by participating in a mock election.

- **Mock Election Setup:** Organize polling stations, distribute ballots, and assign students roles as voters, election officials, and candidates.
- **Voting Process:** Conduct the mock election following proper procedures, including voter registration, ballot casting, and vote counting.
- **Analysis and Reflection:** Discuss the outcomes of the mock election, analyze voting patterns, and reflect on the experience.

Day 5: Election Reform and Civic Engagement

Objective: Students will explore potential reforms to the electoral process and the importance of civic engagement.

- **Electoral Reform Discussion:** Discuss potential improvements to the electoral system, such as campaign finance reform, ranked-choice voting, and compulsory voting.
- **Civic Responsibilities:** Emphasize the importance of civic engagement beyond voting, such as community involvement, advocacy, and activism.
- **Action Plan:** Have students develop a plan for how they can contribute to improving the electoral process or promoting civic engagement in their community.

Day 1: Understanding the Electoral Process

Objective: Students will grasp the fundamentals of the electoral process and its significance in a democratic society.

Discussion Prompts:

1. What do you think is the primary purpose of elections in a democratic society?
2. How would you explain the concept of "electorate" to someone who has never heard of it before?
3. Can you think of any examples of electoral systems used in other countries? How might they differ from the system in our country?

Language Support:

- Provide sentence frames for discussing electoral concepts, such as "In elections, voters ____" or "Candidates campaign by ____."
- Offer vocabulary support through visual aids or word banks.

Visual Aids:

- Utilize diagrams or infographics illustrating the electoral process.
- Display images or videos of elections taking place in different countries to provide context.

Day 2: Media's Role and Debates

Objective: Students will explore the influence of media on elections and develop skills in debating and public speaking.

Discussion Prompts:

1. How might media coverage affect the way people perceive candidates and issues during elections?
2. Can you give examples of media bias? How might bias impact the information presented to the public?
3. What strategies can you use to construct persuasive arguments during debates?

Language Support:

- Model sentence structures for expressing opinions and providing evidence during discussions and debates.
- Provide sentence frames for analyzing media bias, such as "This article seems biased because ____."

Visual Aids:

- Show examples of biased and unbiased media coverage for comparison.
- Display posters with tips for effective public speaking and debating techniques.

Day 3: Debate Techniques and Public Speaking

Objective: Students will develop skills in constructing persuasive arguments and delivering speeches.

Discussion Prompts:

1. What do you think makes a persuasive argument effective?
2. How can you use evidence to support your claims during a debate?
3. What techniques can you use to engage your audience during a speech?

Language Support:

- Provide sentence frames for structuring arguments and speeches, such as "One reason ____ is because ____" or "In conclusion, ____."
- Encourage peer feedback using sentence starters like "I liked when you ____ because ____."

Visual Aids:

- Display posters with tips for constructing persuasive arguments and delivering effective speeches.
- Show videos of speeches or debates and analyze them as a class, pointing out effective techniques used by the speakers.

Day 4: Mock Election Day

Objective: Students will apply their understanding of the electoral process by participating in a mock election.

Discussion Prompts:

1. How does participating in a mock election compare to real elections you've seen or heard about?
2. Can you describe the steps you took to cast your vote in the mock election?
3. What were your thoughts and feelings as the results of the mock election were announced?

Language Support:

- Provide sentence frames for discussing the voting process and election outcomes, such as "I voted for ____ because ____" or "I was surprised when ____ won because ____."
- Encourage students to ask clarifying questions using sentence starters like "Can you explain what you mean by ____?"

Visual Aids:

- Create posters or handouts outlining the steps of the voting process in the mock election.
- Display a visual representation of the mock election results for analysis and discussion.

Day 5: Analysis and Reflection

Objective: Students will analyze the outcomes of the mock election and reflect on the electoral process.

Discussion Prompts:

1. How do you think the results of the mock election compare to what might happen in a real election?
2. Can you identify any patterns or trends in the voting behavior of our class?
3. What changes would you suggest to improve the mock election process for the future?

Language Support:

- Provide sentence frames for analyzing election results and suggesting improvements, such as "I noticed that ____ received more votes than ____ because ____" or "One way we could improve the mock election process is by ____."
- Encourage students to engage in reflective dialogue using prompts like "I used to think ____, but now I think ____ because ____."

Visual Aids:

- Display charts or graphs illustrating the voting patterns and outcomes of the mock election.
- Create a visual timeline of the mock election process, highlighting key events and decisions made by the class.

Section 3

NVACS

9th Grade

Writing Prompts:

Prompt 1: Analytical Essay

SS.9-12.US.3. Gather relevant information from multiple sources representing a wide range of views while using the sourcing, authority, structure, context, and corroborative value of the sources to guide the selection.

SS.9-12.US.6. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

SS.9-12.US.32. Examine the changing roles, impact, and power of political leaders, parties, and voting blocs over time.

Prompt 2: Research and Presentation

SS.9-12.US.32. Examine the changing roles, impact, and power of political leaders, parties, and voting blocs over time.

Prompt 3: Creative Writing

SS.9-12.US.26. Examine how and why diverse groups have been denied equality and opportunity, both institutionally and informally.

SS.9-12.WH.31. Examine various systems, laws, and policies of governance across world history, including but not limited to: feudalism, mercantilism, absolutism, fascism, communism, and constitutional democracy.

3 Day Lesson Plan

Day 1

SS.9-12.US.2. Generate and answer supporting questions while explaining how they contribute to an inquiry and how new compelling and supporting questions emerge through the inquiry process.

SS.9-12.CE.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action regarding contemporary issues at the local, regional, and global level.

SS.9-12.US.33. Compare the evolution of different political, civil, religious, and economic institutions and their influence on individuals, communities, and government policies.

SS.9-12.US.35. Explain how American identity is shaped by founding documents, political participation, democratic institutions, and the interactions among diverse cultures.

Day 2

SS.9-12.CE.30. Examine the various roles of U.S. media in shaping policy and political discourse as well as providing oversight and additional checks on the system.

SS.9-12.US.34. Analyze the effects of media in shaping public perception and policies. Civic dispositions and democratic principles.

Day 3

SS.9-12.CE.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action regarding contemporary issues at the local, regional, and global level.

SS.9-12.US.33. Compare the evolution of different political, civil, religious, and economic institutions and their influence on individuals, communities, and government policies.

SS.9-12.US.35. Explain how American identity is shaped by founding documents, political participation, democratic institutions, and the interactions among diverse cultures.

5 Day Lesson Plan

Day 1

SS.9-12.US.2. Generate and answer supporting questions while explaining how they contribute to an inquiry and how new compelling and supporting questions emerge through the inquiry process.

Day 2

SS.9-12.US.34. Analyze the effects of media in shaping public perception and policies.

Day 3

SS.9-12.US.10. Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues.

Day 4

SS.9-12.CE.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action regarding contemporary issues at the local, regional, and global level.

SS.9-12.US.33. Compare the evolution of different political, civil, religious, and economic institutions and their influence on individuals, communities, and government policies.

SS.9-12.US.35. Explain how American identity is shaped by founding documents, political participation, democratic institutions, and the interactions among diverse cultures.

Day 5

SS.9-12.CE.31. Examine the role of special interest groups, lobbyists, and PACS on the U.S. legislative and electoral process.

SS.9-12.US.32. Examine the changing roles, impact, and power of political leaders, parties, and voting blocs over time.

SS.9-12.CE.38. Create, interpret, and utilize demographic data and geo-spatial representations to better understand gerrymandering, redistricting, and regional political ideology.