SECTION 1B

Nevada Contest Calendar & Student Road Map

National History Day in Nevada · 2026–27 School Year

01 Contest Year Overview

The NHD contest year runs from immediately after the previous National Contest (June) through the next National Contest (June). Students may begin research over the summer. For 2026–27, the annual theme is Innovation in History: Impact, Influence, Change.

02 Month-by-Month Calendar

MONTH	PHASE	TEACHER ACTIONS	STUDENT ACTIONS
JUNE–AUGUST Summer Prep	**Summer Prep**	Attend Summer Institute. Explore the Innovation theme. Identify potential student topics.	Optional: Begin exploring Innovation topics. Visit nhd.org/theme for the theme narrative.
SEPTEMBER Launch	**Launch**	Introduce NHD to students. Distribute Project Planner. Begin category selection conversations.	Choose a topic. Confirm it is an innovation, not just an invention. Begin background research.
OCTOBER Research	**Research**	Coach research habits: primary vs. secondary, variety of source types. Begin bibliography check-ins.	Conduct wide research. Build annotated bibliography. Fill in Project Planner sections.
NOVEMBER Thesis & Draft	**Thesis & Draft**	Thesis coaching sessions. Use Five W's worksheet. Check: is the argument about impact, influence, or change?	Draft working thesis. Complete Project Planner. Begin creating the project in your chosen category.
DECEMBER Build & Revise	**Build & Revise**	Mid-point check-ins. Apply four-move checklist to thesis. Coach multiple perspectives gaps.	Continue building the project. Write process paper. Revise thesis with teacher feedback.
JANUARY School Contest & Refine	**School Contest & Refine**	Run school-level competition if applicable. Provide written feedback using rubric language.	Present at school level. Review feedback. Identify revision priorities before Regional.
FEBRUARY–MARCH Regional Contest	**Regional Contest**	Prepare students for judging: review judge interview expectations, rule compliance checklist.	Attend Regional Contest. Review judge feedback. Top entries advance to State.
MARCH–APRIL Revisions → State	**Revisions → State**	Use Stage-Specific Coaching Form (Regionals → State). Deepen analysis, strengthen sources.	Revise using judge feedback. Advance to State Contest. Podcast, Poster, and Elementary Performance: this is your final level.
APRIL State Contest	**State Contest**	Accompany students. Collect judge feedback forms for next year's coaching.	Attend State Contest. Review feedback. Top entries (Paper/Exhibit/Perf/Doc/Web) advance to Nationals.
MAY–JUNE Nationals Prep	**Nationals Prep**	Use Stage-Specific Coaching Form (State → Nationals). Push for competing interpretations and depth.	Major revision cycle. Practice judge interview. Travel to University of Maryland, College Park.

03 Key Required Documents — Every Entry

Document	What it is	Word limit/requirements
Title Page	Required first page: title, name(s), division, category, applicable word counts	Words not counted against any limite
Process Paper	Answers: How did you choose the topic? How did you research? How did you create the project? What is your argument? Why is it significant?	500 words or fewer
Annotated Bibliography	All sources consulted, separated into primary and secondary. Each source has a 2–3 sentence annotation explaining how it was used and how it helped.	No word limit; not counted. Elem. Podcast/Poster: 5 annotations minimum
Show Notes (Podcast only)	Written list of citations for all audio sources not created by the student, in order of appearance	Brief citations, not full bibliography format

04 Classroom Timeline Options

The month-by-month calendar above shows the full NHD year. Most Nevada classrooms fit NHD into a shorter window. These three sample timelines come from Nevada teachers. Adjust the timing to your school calendar and contest dates.

OPTION 1 · Integrated into Curriculum: Fall Start

Steady work several days a week from mid-October. Best for teachers who can give NHD regular class time all semester.

When	What happens in class	Toolkit support
Mid-October	Introduce NHD. Spend the next three class periods on topic selection and preliminary research.	1D launch lesson; 1E AI policy
Late October	Topics and groups selected.	1C category guide; 3A SPARK test
November	Initial research about two to three days a week. View sample projects around Thanksgiving.	2A sources; 2B bibliography
December	Research once a week for the first half of the month, then every day in the week before winter break.	3C Project Planner
January	Research three days a week in class.	3B thesis worksheet; 5A timeline
Late January to mid-February	Project creation in class every day.	1A category rules; 4C coaching questions
Mid to late February	Project due.	Section 03 required documents

OPTION 2 · Integrated into Curriculum: Late Fall Start

About one class day a week from November, with research over the breaks. Best for teachers who need to keep regular content going alongside NHD.

When	What happens in class	Toolkit support
Early to mid-November	Introduce NHD.	1D launch lesson; 1E AI policy
Week before Thanksgiving	Topics selected. Students begin initial research over the break.	1C category guide; 3A SPARK check
Late November to early December	Library or media center time focused on primary and secondary sources.	2A sources; 2B bibliography
Winter break	Students research at a community or university library.	6A Nevada archives
Early to mid-January	Thesis statement due.	3B thesis worksheet
Late January	First draft of all project text due for feedback. By now students have had about one class day a week for the project.	3C Project Planner; 4C coaching questions
February	Revise text and build the project, about one class day a week.	5A timeline; 1A category rules
End of February	Project due.	Section 03 required documents

OPTION 3 · Curriculum Hold

A focused unit of about five weeks right after winter break, with regular curriculum paused. Best for teachers who prefer one concentrated project block.

When	What happens in class	Toolkit support
Week 1, Day 1	Project introduction.	1D launch lesson; 1E AI policy
Week 1, Day 2	Contest overview and topic ideas.	1A program overview; 3A framework
Week 2, Day 1	Primary and secondary sources.	2A sources
Week 2, Days 4–5	Topics and project categories chosen. Research tips.	1C category guide; 2B bibliography
Weeks 3–4	Research in class (about eight class days).	3C Project Planner; 3B thesis worksheet
Weeks 4–5	Project assembly (about seven class days).	5A timeline; 1A category rules
Start of Week 6	Projects due.	Section 03 required documents

Set your due date backward: All three options have projects due in February. Check your school contest and Regional Contest dates and registration deadlines on nvcce.org/historyday, and leave time for students to revise between the two.