20 Questions to Ask Your School Counselor

Your school counselor or guidance counselor is one of your best resources as you plan for college. She or he has information about admission tests, college preparation and your education and career options. Here are some basic questions to help get your conversation started:
1. What are the required and recommended courses — for high school graduation and for college prep?
2. How should I plan my schedule so I’ll complete them?
3. Which elective courses do you recommend?
4. Which advanced placement courses are available?
5. When are the PLAN/PSAT/NMSQT going to be given here?
6. Is this school a testing center for ACT/SAT, or will I need to go somewhere nearby?
7. Do you have any after-school or evening sessions available for college planning, or ACT/SAT prep?
8. Do you have college handbooks or other guides that I can browse or borrow? Do you have a copy of an ACT/SAT practice test?
9. What activities can I do at home and over the summer to get ready for college?
10. What kinds of grades do different colleges require?
11. Are there any college fairs at this school, or nearby?
12. Where do other kids from this school attend college?
13. What are the high school’s requirements or standards for the honor society?
14. Can you put me in touch with recent grads who are going to the colleges on my wish list?
15. Do you have any information to help me start exploring my interests and related careers?
16. If I need a recommendation from you, how can I help you know me better, so it can be more personal?
17. Are there any special scholarships or awards that I should know about now, so I can work toward them?
18. Can I see my transcript as it stands now, to see if everything is as I think it should be?
19. Do you have any forms I need to apply for financial aid?
20. How does our school compare to others, in terms of test scores and reputation?

Reality Check

Your school counselor may be the most wonderful and accessible person on the planet or she or he may be juggling a thousand students and barely know your name. So remember that the person who has the biggest stake in your academics is you. It’s up to you to stay on top of opportunities and deadlines, to take control of your future.

Source: CollegeBoard.com

Quannah gets Mrs. Moss and Mr. Boykin dancing.

U.B. Student Performs

The OSU-Oklahoma City Native American Student Association sponsored a lunchtime performance which included a variety of music and dancing from the Native American culture. Our very own Quannah K. was one of the performers.
February’s monthly meeting was a powerful one. Many of you indicated you would like more information on the Holocaust and would like for Mr. & Mrs. Korenblit to visit us again. We will work on bringing them back, maybe during the summer session. In the meantime, reinforce their message by reading the follow-up items in this issue, visiting the United States Holocaust Memorial Museum (USHMM) and Teaching Tolerance websites and reading the entire story of Meyer and Manya, Until We Meet Again. Many of the following definitions were found at the USHMM website.

**Terms**

**Antisemitism**
Prejudices toward Jews or discrimination against them.

**Death March**
Forced marches of prisoners over long distances under heavy guard and extremely harsh winter conditions. During these death marches, SS guards brutally mistreated the prisoners. Following explicit orders to shoot prisoners who could no longer walk, the SS guards shot hundreds of prisoners en route. Thousands of prisoners also died of exposure, starvation and exhaustion. Death marches were especially common in late 1944 and 1945, as the Nazis attempted to transfer prisoners to camps deeper within Germany.

**Final Solution**
The plan to annihilate the Jewish people. The genocide of the Jews was the culmination of a decade of Nazi policy, under the rule of Adolf Hitler.

**Genocide**
Deliberate, systematic destruction of a racial, cultural or political group.

**Ghetto**
During World War II, ghettos were city districts (often enclosed) in which the Germans forced the Jewish population to live under miserable conditions. The Germans regarded the establishment of ghettos as a provisional measure to control and segregate Jews. In many places ghettoization lasted a relatively short time. With the implementation of the “Final Solution” in 1942, the Germans systematically destroyed the ghettos and deported the Jews to extermination camps where they killed them.

**Jim Crow Laws**
By the 1890s, as the gains of Reconstruction were stripped away, southern states in the U.S. began enacting Jim Crow laws that enforced separate facilities for blacks and whites. The laws differed by state.

**Nazi**
Short term for National Socialist German Workers Party, a right-wing, nationalistic and antisemitic political party formed in Germany in 1919 and headed by Adolf Hitler from 1921 to 1945.

**Nuremberg Laws**
At the annual party rally held in Nuremberg, Austria, in 1935, the Nazis announced new laws which institutionalized many of the racial theories prevalent in Nazi ideology. The laws excluded German Jews from Reich citizenship and prohibited them from marrying or having sexual relations with persons of “German or related blood.” Ancillary ordinances to the laws disenfranchised Jews and deprived them of most political rights.

**SS**
Schutzstaffel, the elite guard of the Nazi state, and the Security Service (Sicherheitsdienst; SD) were two of the most radical and ideologically committed Nazi organizations. The SS, SD and police were the primary perpetrators of the Holocaust.

**Star of David**
Star with six points, symbol of the Jewish religion.

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**Support the Rights of Others**

*by Mrs. Berousek*

I first saw the quote to the right when I visited the United States Holocaust Museum in Washington, D.C. It is inscribed on the outside of the building and I saw it after spending over three hours inside the museum. It has changed the way I think about “rights.”

The quote simply summons up why it is important to care about the rights of all people, not just those that you feel effect you. Many believe that with every passage of a law that limits someone’s rights, it becomes easier to pass laws that limit everyone’s rights.

Heed Mr. Korenblit’s advice, vote. Pay close attention to the rationale behind proposed legislation. Is it based on fear or a moral judgement? Does it single out a particular group? Think carefully about what you want to support.

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First they came for the socialists, and I did not speak out - because I was not a socialist.

Then they came for the trade unionists, and I did not speak out - because I was not a trade unionist.

Then they came for the Jews, and I did not speak out - because I was not a Jew.

Then they came for me - and there was no one left to speak for me.

- Pastor Martin Niemoller
**Student Haikus**

Thanks to Mrs. Korenblit we are all haiku experts. Remember the first line is five syllables, the second is seven and the third is five. Here are a few of the staff’s favorite haikus from the respect diversity creative exercise.

**Judgement**
*Do not judge my looks*
*The character is within*
*Know me, don’t judge me*

**Shades**
*Look beyond the shades*
*They are unique in their ways*
*Let us stand as one*

**Different**
*All are different*
*How boring to be the same*
*Oh, diverse we are*

**Return Me**

The following books need to be returned to the U.B. library. Bring them to any U.B. monthly meeting or drop by the office.

- *Go Ask Alice*
- *Child Called It*
- *Chicken Soup for the Teenage Soul*
- *Police Lab*
- *The Princess Bride*
- *Summer of Fear*
- *Fun House*

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**United States Holocaust Memorial Museum**
ushmm.org

**Teaching Tolerance**
tolerance.org

**Until We Meet Again** - available in the Upward Bound library

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**Important Dates**

- **March 24, 25, 26**
  State Leadership Conference  
  Students attending TBA

- **April 16**
  Monthly Meeting

- **June 22, 23, 24**
  Durant overnight trip

**March Birthdays**

- Quannah K.
- Stacy A.
- Jasmine G.
- Tyler L.

**Welcome New Student**

- Amanda M.
  Western Heights - 9th

- Christopher M.
  Western Heights - 11th

- Taryn B.
  P.C. West - 9th
Extracurricular Activities
Life Outside the Classroom

Sure, life in school is pretty interesting. You’ve got algebraic equations, Bunsen burners, sentence diagrams... But chances are, you’ve got commitments outside of school, too. Maybe you have a part-time job, play in a band, are on a sports team or do volunteer work.

Colleges Care
The good news is that colleges pay attention to your life inside and outside the classroom. Yes, your academics probably come first, but your activities reveal a great deal about you, such as:

- how you’ve made a meaningful contribution to something.
- what your non-academic interests are.
- whether you can maintain a long-term commitment.
- whether you can manage your time and priorities.
- what diversity you’d bring to the student body.

Maintaining a Balance
Keep in mind, colleges are not interested in seeing you “do it all.”

“We’re looking for a commitment to and a passion for an activity outside of the academic setting. We’re looking for depth rather than breadth,” says Nanci Tessier, College Admission director.

Haven’t Gotten Involved Yet?
Lots of school, community and religious organizations give you chances to explore your interests and talents. If you haven’t felt drawn into something yet, there’s no shortage of opportunities for you to explore. For example:

School Activities
It’s pretty easy to find out about activities available at school. Once you start exploring, sometimes the challenge is figuring out how much to do. Here are some quick tips:

- Most importantly, find something you like to do and stick with it.
- If you’re interested and have extra time, try to excel in more than one area. For example, write for the paper and volunteer. But make sure you’re giving your all to each activity, and, most importantly, to your school work.
- Don’t worry about being president or captain. The key is whether you’ve done something significant, center stage or behind the scenes.

Work Experience
Work experience — paid or volunteering, year-round or summer — can help you identify career interests and goals, gain work experience and apply classroom learning to the real world. It’s also a great way to earn money for college, of course. Consider arranging for an internship or to shadow someone at his or her job.

Community Service
You can also gain skills and experience through volunteer work, such as by tutoring elementary school kids or spending time at a local hospital. Some schools even offer academic credit for volunteer work.

Source: CollegeBoard.com

Portfolios and Log Sheets

Students should be filling up their log sheets and filing items in their portfolios. Items to put in your portfolios are your activity log sheets (example right), certificates, awards, OHLAP approval letter, grades, information on career and college searches, copies of applications for colleges and scholarships.

If you have questions about either the log sheets or portfolios, call your U.B. counselor.