

SHOUT OUT

“I want to shout out Claire Rosen because she’s literally the same person as me, and I’m so glad that we’ve done IB together. She’s always there to support me, and we talk about all of our assignments together. She walks me through everything and we both help each other so much.”

AVNI BANSAL | 11



FINALLY BONDED above While playing a Kahoot to study for the AP Chemistry final, senior Claire Langford explains some of the harder concepts to Juniors Grace Pei, Merryn Rupp, and Maddie Parker. “Some of the hardest concepts were the bonding stuff, like learning the different types of bonds and the different types of shapes,” Pei said. *photo by Stella Fredrickson*

PAINTING PROGRESS top middle In her IB English class, junior Gwynnie Hockey works on a watercolor painting for the book they’re reading in class. “One Flew Over the Cuckoo’s Nest.” “I made a pack of cigarettes that says ‘I owe you’ on it because in the book, they use it as currency,” Hockey said. “(The class) is not a lot of busy work, it’s a lot of projects and fun stuff like that.” *photo by Charlotte Reintjes*

CONCENTRATION IN CHEMISTRY right Performing the concentration lab during AP Chemistry, senior Kinzley Frey collaborates with her classmates. “(During the lab) we mix different chemicals, and we record their absorbance in temperature throughout the reaction,” Frey said. “We usually have a lab partner we are with every time we do a lab.” *photo by Gwen Marrone*

DISCUSSION, DISCUSSION bottom right Sitting in his IB English group discussion, junior Hank Dodderidge talks to his peers about the current book they were reading. “A Woman at Zero.” Each person in the group discussion was assigned 10 pages, and then they had to lead a discussion based on those pages. “It’s really interesting because it’s just a great time to have good discussions and learn what my peers actually think about (the book),” Dodderidge said. “I really like my IB structured classes because it’s just like a really large analysis.” *photo by Harper Pendleton*



Attaching gray and red chains on top of one another, junior Aida Bruce connected amino acids to put together a helix in AP Biology. Every couple of weeks, the class modeled representations of concepts they were learning.

Bruce took AP European History in her sophomore year and found she enjoyed learning about each country through Euro-league, where students are assigned a country and argue the country’s significance in the time period. Because of AP European History, she decided to take AP classes in her junior year.

Instead of joining the classes for the community, twin sister Aida chose AP classes because she wanted to learn more about every topic, instead of just going into depth about one particular one.

In IB Biology, they zoomed into each organ at the micro level, but Aida preferred the style in AP Biology: learning the entirety of DNA transcription and translation.

“I just found AP classes suited my learning style better,” Aida said. “I feel like the classes I’ve taken up to junior year kind of are kind of more suited for AP instead of IB. And I think AP classes have interesting materials.”

Footsteps echoed off the walls as IB seniors Sage Lickteig and Calliope Lynch quietly moved through the house towards the bedroom, trying their best not to make a sound.

They arrived just on time: 6:40 a.m.

They cracked the door open, and as junior Ella Bruce rose from the covers of her sheets, Lickteig and Lynch shot her with water guns and Nerf guns. They gave Bruce five minutes to get ready and meet them outside.

Bruce was going to be taken to breakfast to be initiated into the IB community — the community — the reason she chose to take IB classes in the first place.

Some students took IB for the difficult course load. But for Bruce, the main reason was the tight community between IB students.

On even days, Bruce would walk from class to class with the same three people. She also had IB Theory of Knowledge and IB Math back-to-back with the 17 diploma people.

Seeing the same people every day not only created friendships but also helped Bruce with her schoolwork. The IB Diploma kids had a huge text group chat, “IB Casa House,” used to help each other and ask questions.

Whether it was the huge group chat, being initiated by drinking lemon and turmeric juice, having a Friendsgiving together or just having classes with the same students, IB classes lived up to the community expectations for Bruce.

NO MORE TWINNING

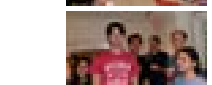
IDENTICAL TWINS, JUNIORS ELLA AND AIDA BRUCE, HAVE DIFFERENT EXPERIENCES IN AP AND IB

STORY BY MAILE TORMOHLN | DESIGN BY CATHERINE SULLIVAN



Everyone is picked up after being blindfolded and handcuffed

6:15



Start to drive people to school

5:30 Start kidnapping people



7:00 Drive to Norah Anderson’s house for breakfast, bonding activities, and reading the IB oath



“Every year you get kidnapped by the seniors when you’re a junior. I don’t know how long it’s been going on. It’s been for a long time because I have a friend that graduated diploma eight years ago, and they were doing it then. And it’s just the diploma kids.”

JANIE HOSKINS | 12

WAKE UP CALL

A TIMELINE OF THE IB DIPLOMA KIDNAPPING



DISCUSSION TIME left While in Mrs. Flurry’s AP Language and Composition class, junior Rowan Heryers chats and laughs with junior Hannah Myers as they work. They finish their assignments before they talk about outside stuff. “Mrs. Flurry lets us have a lot of time to discuss stuff with our tables,” Heryers said. “(Hannah) is in dance, and I’m in basketball, so we talk about stuff like that a lot.” *photo by Zella Handzel*