

OFFICIAL SCHOOL PUBLICATION

THE KINGS



JESUS CHRIST KING OF KINGS AND LORD OF LORDS ACADEMY (JCKL ACADEMY), INC.

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JCKL ACEDEMY CELEBRATES ITS 31ST FOUNDING ANNIVERSARY

Ronald M. Cochangco

“ROBOTICS REVOLUTION AT JCKLA” By Ronald Cochangco

Imagine a classroom where students are not only learners, but also builders, with the sound of metal clinking alongside advanced mechanics filling the air. Introducing the future of education at JCKL Academy (JCKLA), where a robotics class has the potential to inspire young minds through creativity and exploration. Students will start on a journey into the intriguing world of robots, discovering advanced technologies and developing crucial digital skills in this exciting learning environment.

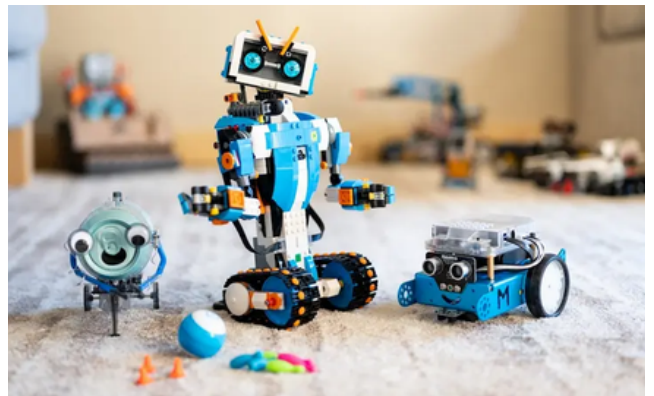
“The Future looks Bright”, (this year’s theme drawn from Isaiah 40:31 in the Bible). On February 15, 2024, JCKL Academy celebrated the school’s 31st founding anniversary with immense happiness. The exceptional Blue Stallions were awarded the title of overall winners. The Blue Stallions’ performance excelled through sports to board games to performances, and other events.

Ms. Kathleen Kate P. Ochigue, the team manager of Blue Stallions who played a significant role in the team’s triumph, was relieved after hearing the declaration of the overall winner. Mr. Charles Renom Manlangit Ballebas, Ms. Denise Barbacena, Ms. Hazel Agustin, Mr. Jomarie Madera, Ms. Leilani Barquin Amboy, Ms. Marita Infiesto, Mr. Michael James Besoyo Cultura, and Ms. Sheena Serbia-Royos are beyond faculty members of Blue Stallions; without their dedication, the team’s championship would not have been possible.

Buckle up whilst looking into the amazing benefits of the new approach and why it is important for students to embrace the field of robotics in today's quickly changing world.

Implementing a robotics class at JCKLA would call for several steps, including curriculum development, securing resources and funding for equipment and materials, hiring qualified educators or training current teachers, creating a dedicated space for robotics activities, and integrating the program into the school's schedule and academic organization.

Robotics classes offer students practical exposure to STEM sectors, promoting analytical, problem-solving, and creative thinking. They promote teamwork and collaboration through collaborative robot design and programming. Additionally, they enhance technology knowledge, preparing students for careers in robotics engineering, artificial intelligence, and automation, while encouraging creativity and experimentation in an engaging learning environment.



The field of robotics classes will provide future generations with necessary robotic skills and knowledge, preparing them for a fast growing technology future. By the growing creativity, problem-solving abilities, and technological expertise, these classes will empower students to contribute to advancements in robotics, artificial intelligence, and automation, shaping the future of JCKLA, industries and society as a whole.

A fresh chapter in education is being welcomed in by JCKL Academy's robotics classes, which enable students to become both inventors and learners. Through the development of essential digital skills and the exploration of the intriguing field of robotics, this new approach gives students the chance to explore their creativity. We recognize the immense benefits of robotics education and its importance in educating young people for the constantly shifting technology world as we set out on this path. By embracing robots, JCKLA is enabling students to succeed in an increasingly digital world while also influencing the direction of education.

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Blue stallions are declared 1st place in the following activities: DaMath for Grades 10 to 12 - Ronald M. Cochangco; Badminton for HS - Francesca Aizeah G. Echavez, and Mark G. Tulagan; Table Tennis for Girls - Hannah Mae L. Presco; Table Tennis for Boys - Keith Aian G. Angcao; Volleyball for Girls - Irish Cathlene Rosales, and Hannah Mae L. Presco; Volleyball for Boys - Luke Sky Tirona; Basketball for Elementary - Raj Wayne Chavez; Basketball for HS - Ivan Denzel Encabo; Choral Reading for Grades 1 to 3 - all students; Speech Choir for Grades 4 to 6 - all students; and finally, BigSayAwit for Grades 7 to 10 - Danielle Reigh M. Naringahon, Sieran Ohley P. Reyes, Ezekiel Samir D. Ambas, Tom Andrex R. Encarnacion, Cyrus Anthony Miguel, Hannah Mae L. Presco, John Darwin A. Sabalboro, Isabella A. Montenegro, Abigail C. Albano, Mariella Joyce R. Falcutila, Karl Haven L. Geda, Dwayne Raixed M. Bugarin, Luis Michael V. Tabagan, Irish Cathlene I. Rosales, Ronald M. Cochangco, John Axl C. Lapena, Ashley Kate P. Viana, Frances Terrize S. Fajayo, Tiara Keisha M. Gimeno, and Phoebe Gwyneth D. Llanza.

The Yellow Jaguars hold onto second place, followed by the Green Panthers in third, and the Red Hawks in fourth overall. As we conclude the celebration of JCKL Academy's 31st founding anniversary with the triumphant theme "The Future looks Bright," we anticipate a future filled with continued excellence, camaraderie, and bright possibilities. The exceptional performances of the Blue Stallions across various activities reflect not just competition but also the spirit of collaboration and dedication. As we look ahead, we expect these values to shape the journey of JCKL Academy, fostering a community that excels not only in academics and sports but also in building a promising future. The foundation has been laid, and the future indeed looks bright for the entire JCKL Academy.

Philippine Schools Shorten Their Academic Year In Response To Educational Challenges

Jana Denisse M. Malayaw

To navigate the educational environment amidst continuous obstacles, schools in the Philippines are implementing a fundamental change: shortening the academic year. This decision comes as educational institutions deal with a variety of challenges, ranging from the pandemic's long-term impacts to the necessity for flexibility in adjusting to shifting conditions. News about the shortening of the school year in the Philippines is a gradual transition that will officially begin in the academic year 2024 to 2025 with school opening on July 29 and end of school year on May 16, 2025. A survey commissioned by Senator Sherwin Gatchalian, chairman of the basic education committee, revealed that 8 in 10 Filipinos want summer breaks back to April and May. School should be shorter for many different reasons. Schools can lower the amount of the costs spent at school because the longer the time spent at school by the teachers and students, the more financing it requires like water, electricity, and maintenance. Most people, especially parents, are getting involved with the question should whether the school year be shorter. Many people agree that schools should cut down the hours and days the students must go.

While others disagree and argue about it. The shortening of the school year could lead to an increase in grade repetition among primary school students, indicating a negative effect on academic achievement. Shorter days allow students to have more time to study and concentrate better. When they have spare time, they can use it to get more rest and not experience so much stress related to the heaviness of school activities. Teachers would benefit in many ways as well. A shorter school year can balance the time of teachers between family life teaching responsibilities and career growth.

The decision to reduce the academic year in the Philippines demonstrates a proactive response to the issues confronting the education system. By embracing flexibility, creativity, and collaboration, Philippine schools hope to manage the difficulties of today's educational landscape while prioritizing student well-being and academic performance. As the academic year is reduced, stakeholders remain dedicated to building a robust and inclusive education system that enables students to flourish in an ever-changing world.

“Long Years of Service: Working with Dedication and Heart”

Janica Misha C. Infiesto

A simple yet cheerful and friendly greeting, this is what people will often hear upon entering JCKL Academy’s main gate, along with an ever-present smile.

Mrs. Gemma Camerino—the school nurse and registrar welcomes different kinds of individuals on a daily basis, her main duty is to assist people and manage various Herculean tasks. May 1994 was when Mrs. Camerino first started her journey in JCKL, meaning that she had been working at the school for 30 years.

She graduated from De La Salle University with a bachelor of science in Nursing. Originally, Mrs. Camerino was not the school's registrar. “Enhancing the field of my craft and a recently opened door to a new opportunity challenged my ability.” Mrs. Gemma Camerino stated.

Handling brand new tasks can be considered as a difficult adjustment, especially when that supposed challenge is something that needs to be juggled together with the previous duty. Some of the key components that a person has to have in order to adapt with this considerably anew change are the factors of dedication, passion, and faith. Additionally, effective time management and brilliant organizational skills are not only important but are crucial in balancing new responsibilities with existing ones. It is important to maintain a positive mindset and seek support when needed, as these strategies can significantly enhance one's ability to thrive amidst the new challenges. These are a few of the actions that Mrs. Gemma Camerino had taken.

“Entrusting a new position, believing that you can do it well. The feeling of worth in a company you work with, that you're being valued for and has a purpose and meaning within the corporation are satisfying.” Mrs. Gemma said. Her positive mentality was maintained and this led her to successfully adapt. Mrs. Gemma Camerino gained satisfaction through the fact that the corporation values her abilities: this was one of the factors that led her to stay at JCKL Academy. Her faith in herself and, most importantly, in God was never disregarded and was well kept.

She quoted a verse in the Bible that guides her in her daily duties as a nurse and registrar. “Whatever you do, work at it with all your heart, as working for the Lord, not for human masters.” Colossians 3:23.

**Navigating College Applications
Embracing Independence During Teenage Years**

Kathleen Kate P. Ochigie

The leap from high school to college is a transformative experience, marking a crucial period in a teenager's journey toward independence. More than simply deciding on a college or a program, applying for higher education is a test of responsibility, introspection, and growth. As young adults go through this process, they encounter independence in a way that is both thrilling and challenging.

One of the primary hurdles in this journey involves making informed decisions. Teens are confronted with a multitude of choices: which colleges to apply to, which major suits them best, and which factors like campus environment, cost, and location align with their goals. For many, this is the first time they have to make such important decisions largely on their own. While it can be overwhelming, it's also a vital step in cultivating independence. Those who approach these decisions with a sense of ownership tend to make choices that resonate with their personal values and future aspirations.

Time management is another critical aspect that defines how well teens handle independence while applying to colleges. The application timeline is packed with deadlines for essays, recommendation letters, test scores, and financial aid forms. Juggling these tasks alongside academic commitments, extracurriculars, and social activities is a true test of how effectively a teen can prioritize. Mastering this balance not only eases the stress of the application process but also builds the time management skills necessary for succeeding in college, where demands will only multiply.

The process also fosters personal growth through self-reflection. Writing application essays and responding to prompts require teens to dig deep into who they are, what they believe in, and what they want for their future. This introspection is a core part of growing into independence, as it enables teens to better understand their own strengths, interests, and goals. The confidence that comes from this self-awareness is essential as they make decisions that are aligned with their unique path, rather than merely following external expectations.

While independence is a key theme during this stage, it's important to recognize that guidance remains valuable. Parents, teachers, and counselors play a crucial role in offering support and advice. Independence during this process is about striking a balance between relying on oneself and seeking help when needed. It's about knowing when to take control and when to lean on others, a lesson that is crucial for adulthood, where independence often involves collaboration and resourcefulness.

In summary, the college application process is more than just a step toward higher education; it is a significant developmental milestone that challenges teenagers to embrace independence. The choices they make, the time management they practice, and the self-discovery they experience all contribute to their growth as capable individuals. By embracing these challenges, they not only set the stage for a successful college experience but also lay the groundwork for becoming confident, independent adults.

Taking Accountability: The Consequences of Previous Actions

Patricia Flores

Imagine this: You, the leader in your group, are working on a heavy project whose deadline is in a month. A friend in your group asks, "When should we start our project?" You think there's still much time, so you tell them, "Let's start it next next week." But then, the week finally comes, and because of a lack of time, your group crammed the project, causing it to be done improperly. Now, think about it: who should take the blame?

Taking accountability for your actions is just like owning up to what you've done, whether it's good or bad. According to Merriam-Webster, taking accountability means having the willingness to be responsible. Meaning that you are the one who takes the blame for what happens as a result of your decisions and choices. It's the same as saying, "I was the one who did this, so I'll have to accept what happens after." There are more common situations that students like me can relate to. For example, your test is in a week, and you haven't studied anything. You ask your friends if they started studying for the upcoming exams, and they tell you that they will study two days before the exam. Upon hearing about what they said, you copy them, leading you to cram and fail your test. In this example, it's important to say, "It was my mistake, I'm sorry." This should be done instead of blaming others who were only affected by your actions. The consequences come, and in the end, you should make things right by studying earlier for the test and avoiding listening to what your friends suggest to you instead of studying.

Being accountable or responsible means that you are reliable, and it also improves your performance and productivity. Once you acknowledge and fix your mistake, people build their trust in you more, you get better next time, and you get more respect. Take this as an example: a group member takes responsibility after making a mistake in your presentation. Instead of blaming everyone else in the group, they immediately admit the mistake and show their commitment to improvement. By doing this, they not only solve the problem they encountered, but they also gain trust and respect.

Going back to the first example, it is obvious who takes the blame: "I am accountable for the mistakes I have made." The first step to resolving this mistake is to accept and realize it.

Ken Yeshua Saflor

Technology, the lovable ai
The generation's biggest ally
They created beautiful imagery
With style and authenticity

With technology that speaks for you
And the data that passes through
It is the help they make along the way
The trusty ai that helps you everyday

Ai, the lovable machines
The numbers that work as teams
The devices used for streams
Check out its laser powered beams!

They help you manage your files
They can go an extra mile
The bot that greets with a smile
A friend that can last for awhile

They can assist your daily needs
Ding! Ding!, here's the News feeds
For motherboard and devices they roam
Cause it's their personal home

So in the end, thanks for your benefits
The machine built for our daily deeds
The ai that can be your therapists
The ai that never fails to succeed

Hello hi

Its time to say goodbye

The zone that trap us over the years

Its time to walk outside and wipe our tears

The government in our minds that gives us
curfew,

Its time to for anew

Its time to burst out of the bubble

And walk outside and learn to stumble

Its a new year, new me
and ill smile with glee

For in the future i foresee

That ill flow better than the sea

The life of hiding is over

Its time to walk outside forever

Because life's too short for cowardess

Its time to reach our prowess!

The life outside the cage maybe hard

But it teaches us to play the cards

For life in isolation is bland

And life outside is happy and glad

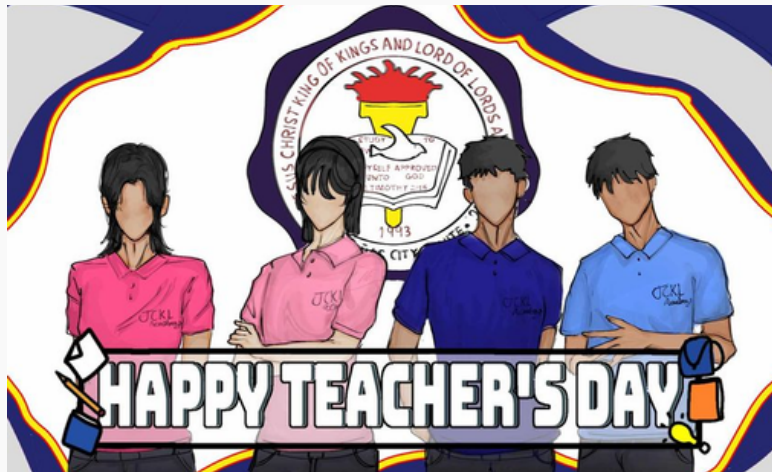
To our hero,

Ken Yeshua Saflor

**In the classroom's gentle embrace,
A teacher's love finds its place.
With patience and wisdom, they impart,
Guiding minds and nurturing hearts.**

**Through countless lessons, they ignite,
A thirst for knowledge, shining bright.
Their passion kindles flames of desire,
Igniting dreams that reach higher and higher.**

**With open arms and gentle care,
They listen, support, and always share.
They see the potential deep within,
And help their students to believe and begin.**



**In every word and every smile,
They go the extra mile.
A beacon of warmth, a guiding light,
They inspire greatness, day and night.**

**Their love transcends the walls we see,
It touches lives eternally.
For in their hearts, a fire burns,
A love for learning that forever yearns.**

**So let us honor, let us adore,
The teachers who give us so much more.
Their love, a gift we'll always treasure,
For they shape the minds that hold the future**

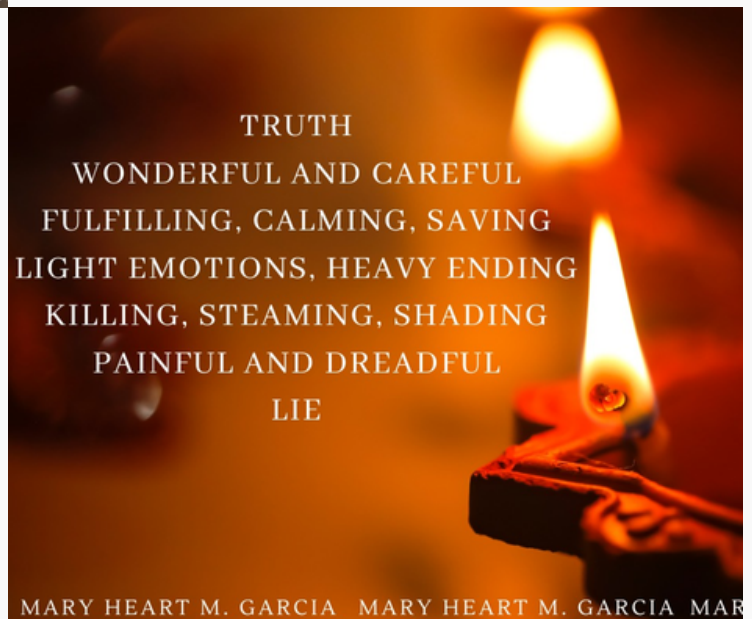


Diamante Poem Written by HUMSS Students

A diamante poem, also known as a diamond poem, is a unique and structured form of poetry that takes the shape of a diamond when written out. Diamante poems are typically used to compare and contrast two opposing or related subjects, concepts, or ideas. The poem consists of seven lines and follows a specific pattern of words and syllables.

Here's how a diamante poem is structured:

- Line 1: One word**
(subject or topic A, often a noun)
- Line 2: Two words**
(adjectives describing subject A)
- Line 3: Three words**
(action verbs related to subject A)
- Line 4: Four words**
(adjectives describing both subject A and subject B)
- Line 5: Three words**
(action verbs related to subject B)
- Line 6: Two words**
(adjectives describing subject B)
- Line 7: One word**
(subject or topic B, often a noun)



The pattern typically starts with a single word, builds up to a peak with four words, and then decreases symmetrically to a single word again.

The words used in lines 2, 3, 5, and 6 should relate to and contrast the two subjects or ideas presented in lines 1 and 7. Lines 4 should reflect the transition or connection between the two subjects.



Cinquain Poem Written by HUMSS Students

A cinquain poem is a short and structured form of poetry consisting of five lines. The term "cinquain" is derived from the French word for "five." Cinquains can take various forms and have been developed in different ways by poets over time, but one of the most common types is the American cinquain, which follows a specific syllable pattern.

Here's a breakdown of the traditional American cinquain:

1. Line 1 (2 syllables):

This line typically contains the title or a single word that sets the theme or subject of the poem.

2. Line 2 (4 syllables):

The second line describes the subject in more detail or provides additional information.

3. Line 3 (6 syllables):

This line often expresses an action or a feeling related to the subject.

4. Line 4 (8 syllables):

Line four typically expands on the theme, shares more feelings or thoughts, or presents a twist.

5. Line 5 (2 syllables):

The final line often summarizes the poem or provides a conclusion, which may also relate back to the title.



Here's an example of an American cinquain written by Grade 12-HUMSS students.

