

Immigrant Kids

This edited volume presents an overview of research and policy issues pertaining to children from birth to 10 who are first- and second-generation immigrants to the U.S., as well as native-born children of immigrants. The contributors offer interdisciplinary perspectives on recent developments and research findings on children of immigrants. By accessibly presenting research findings and policy considerations in the field, this collection lays the foundation for changes in child and youth policies associated with the shifting ethnic, cultural, and linguistic profile of the U.S. population.

Presents primary sources and activity sheets to help teach fourth through eighth graders about immigration in America from the nineteenth to the twenty-first century. Immigrant Stories portrays the contexts and academic trajectories of development of three unique immigrant groups: Cambodian, Dominican and Portuguese. The children of immigrant families - or second generation youth - are the fastest growing population of school children in the US. However, very little is known about these children's academic and psychological development during middle childhood. We examine the previously under-explored intricacies of children's emerging cultural attitudes and identities, academic engagement, and academic achievement. These processes are studied alongside a myriad of factors in the family and school environment that combine to shape children's academic psychological functioning during this important period. Through a three-year longitudinal

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study, including interviews with teachers, parents and children, this book presents a fascinating look at the community, school, and family contexts of child development among second-generation children. Both pre-immigration and post-immigration characteristics are explored as critical factors for understanding children of immigrants' development. In the current climate of US immigration policy debate, we offer research findings that may inform educators and administrators about the sources of community strengths and challenges facing our newest immigrant generations.

Argues that Christians in the United States should approach undocumented immigrants as neighbors and friends, discussing the spiritual, legal, and geographical aspects of the immigration debate.

Let every voice be heard! *Developing Voice Through the Language Arts* shows prospective teachers how to use the language arts to connect diverse students to the world around them and help them develop their own literate voices. This book considers the integrated nature of the primary language arts - reading, writing, listening, speaking, viewing, and visually representing. Authors Kathryn Henn-Reinke and Geralyn A. Chesner encourage preservice and inservice teachers to take a reflective, balanced approach in preparing to teach language arts.

Well-Integrated Immigrant By: Parag Chandarana Parag Chandarana arrived in the United States at the age of 27 as a qualified physician with specialization in OB/GYN. Her husband-to-be was in Chicago. They were married within a week and she had a hospital internship within a

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month. Later, they raised a son and a daughter. Chandarana had no difficulty adjusting to new medical requirements and procedures needed in the States. She attended many seminars and advanced her own education and learned more about other relevant branches of medicine. She also spent time learning various languages and accepting diverse cultural differences from other immigrants who arrived from other countries as well as legal local Americans.

Chandarana's attitude and behavior shows a lot of flexibility as she got along and enjoys being with every person around her with open arms. "With a smile on her face, good attitude, behavior and coping skills, she became an ideal citizen of the USA. Her 50 years of experience, observations and participating as an immigrant has been described in this book. She is well adjusted and helping others also, to adopt their lives."

-Sandeep Goankar "Though she is of Indian origin, grandparents, parents, uncle and aunts, used to live and do business in various other countries like Belgium, England, France and Japan. She herself married her husband born in Nairobi, Kenya. She had no objection. She had no objection towards her own son and daughter marrying Irish, German Jew or Polish origin spouses. Even when some of the grandchildren got baptized Catholic, she participated in all church activities with enthusiasm. She never forgot her inheritance of cultural activities also and took the children to the Temple. While treating her patients of all origin, dealing with in-laws of her children of different background different countries or ethnic backgrounds, she felt comfortable. The

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grandchildren also visited India and accepted her points of views according to her upbringing. Her son is very proud of being American and the daughter studied in Spain, is a teacher for all foreign students and even teaches them English from non-English speaking countries. She eats, drinks and attends all different ethnic groups of people's activities." -Krista Lane

Even the most well-known people have struggled to succeed! This follow-up to *Fantastic Failures* offers up a second dose of fascinating stories featuring flops that turned into triumphs. Kids today are under a lot of pressure to succeed, but failure has an important place in life as young people learn how to be a successful person. In his teaching career, Luke Reynolds saw the stress and anxiety his students suffered, whether it was over grades, fitting in, or simply getting things right the first time. *Even More Fantastic Failures* is a second installment in Luke Reynolds's personal campaign to show kids it's okay to fall down or make mistakes, just so long as you try, try again! Kids will read about a host of inspiring, courageous, and diverse people who have accomplished—or still are accomplishing—big things to make this world a better place. A wide range of stories about Barack Obama, Greta Thunberg, Nick Foles, Emma Gonzalez, Beyoncé, Ryan Coogler, John Cena, Socrates, and even the Jamaican national women's soccer team, prove that the greatest mistakes and flops can turn into something amazing. In between these fun profiles, Reynolds features great scientists and other pivotal people whose game-changing discovery started as a failure. Readers will enjoy seeing stories they know

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highlighted in the new feature “Off the Page and On the Screen,” which showcases how failures and successes are presented in books and film. Each profile includes advice to readers on how to come back from their own flops and move forward to succeed.

This practical guide presents inspiring, research-based activities for teaching students in grades K–12 how to read and think critically about informational texts. With five essential types of strategies, seasoned and preservice teachers learn ways to help students select engaging, challenging reading materials; develop their knowledge of history, science, and other content areas; master vocabulary that aids understanding; build essential comprehension skills across the curriculum; and write effectively about texts they have read. Each of the 35 strategies features a helpful reproducible worksheet in a large-size format. The teacher-friendly appendix lists recommended books, magazines, and websites for each grade level.

Contains ready-to-use plays, readings, simulations, map projects, and other motivating activities based on historical documents.

This volume explores the various challenges faced by migrant unaccompanied children, using a clinical sociological approach and a global perspective. It applies a human rights and comparative framework to examine the reception of unaccompanied children in European, North American, South American, Asian and African countries. Some of the important issues the volume discusses are: access of displaced unaccompanied children to justice across borders and juridical contexts;

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voluntary guardianship for unaccompanied children; the diverse but complementary needs of unaccompanied children in care, which if left unaddressed can have serious implications on their social integration in the host societies; and the detention of migrant children as analyzed against the most recent European and international human rights law standards. This is a one-of-a-kind volume bringing together perspectives from child rights policy chairs across the world on a global issue. The contributions reflect the authors' diverse cultural contexts and academic and professional backgrounds, and hence, this volume synthesizes theory with practice through rich firsthand experiences, along with theoretical discussions. It is addressed not only to academics and professionals working on and with migrant children, but also to a wider, discerning public interested in a better understanding of the rights of unaccompanied children.

The Children of Immigrants at School explores the 21st-century consequences of immigration through an examination of how the so-called second generation is faring educationally in six countries: France, Great Britain, the Netherlands, Spain, Sweden and the United States. In this insightful volume, Richard Alba and Jennifer Holdaway bring together a team of renowned social science researchers from around the globe to compare the educational achievements of children from low-status immigrant groups to those of mainstream populations in these countries, asking what we can learn from one system that can be usefully applied in another. Working from the results of a five-year, multi-national

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study, the contributors to *The Children of Immigrants at School* ultimately conclude that educational processes do, in fact, play a part in creating unequal status for immigrant groups in these societies. In most countries, the youth coming from the most numerous immigrant populations lag substantially behind their mainstream peers, implying that they will not be able to integrate economically and civically as traditional mainstream populations shrink. Despite this fact, the comparisons highlight features of each system that hinder the educational advance of immigrant-origin children, allowing the contributors to identify a number of policy solutions to help fix the problem. A comprehensive look at a growing global issue, *The Children of Immigrants at School* represents a major achievement in the fields of education and immigration studies.

This book responds to the reality that children and youth constitute a disproportionately large percentage of displaced populations worldwide. It demonstrates how their hopes and aspirations reflect the transient nature of their age group, and often differ from those of their elders. It also examines how they face additional difficulties due to the inconsistent definition and uneven implementation of the traditional 'durable solutions' to forced migration implemented by national governments and international assistance agencies. The authors use empirical research findings and robust policy analyses of cases of child displacement across the globe to make their central argument: that the particular challenges and opportunities that displaced children and youth face must be investigated and factored into relevant policy and

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practice, promoting more sustainable and durable solutions in the process. This interdisciplinary edited collection will appeal to students and scholars of forced migration studies, development, conflict and peace-building and youth studies, along with policy-makers, children's rights organizations and NGOs.

Valuable teaching moments and life lessons are illustrated in a personal and colorful story told by a successful immigrant parent. Immigrants struggle with merging two cultures. *An American Journey* teaches life lessons with issues that are critical to immigrants: faith, values, family, marriage, home, education, and friends. Children in immigrant families represent nearly one-fourth of all children living in the United States. As this population of children has increased, so has their representation among children involved in child welfare and related systems. Once immigrant families come to the attention of these systems, they often have multiple and complex needs that must be addressed to ensure children's safety and well-being. Culturally competent practice with Latino, Asian, and African immigrants requires that professionals understand the impact of immigration and acculturation on immigrant families to conduct adequate assessments and provide interventions that respond appropriately to their needs. Professionals also need to be familiar with federal and state policies that affect immigrant families and how those policies may affect service delivery. At the system level, child welfare agencies need to educate and train a culturally competent workforce that responds appropriately to children and families from diverse

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cultures. This book addresses these critical issues and provides recommendations for the development of culturally competent assessment, intervention, and prevention activities in child welfare agencies. This information can be used as a resource by child welfare administrators, practitioners, and students to improve the child welfare system's response to immigrant children and families and promote culturally competent practice. This book was published as a special issue of the *Journal of Public Child Welfare*.

This book is based on reflexivity and offers a snapshot of migration from Poland to Ireland with a special focus on transnational migratory practices. It evidences how young people articulate and negotiate their identities and pathways through peer hierarchies during their second culture acquisition. This book has two purposes. The first is to give a voice to a particular group of immigrants – namely, Polish immigrant teenage children in Ireland. By exploring issues of children as social actors, this book thereby moves children from passive research objects to real and active participants of the contemporary transnational migration. The second is to highlight the importance of intercultural dialogue and the need for the practical endorsement of a truly inclusive intercultural education. The structure of this book reflects the approach of studying acculturation within its dimensionality and domain specificity, using diverse research techniques. It not only widens our knowledge of the migratory perspectives of youth, highlighting the educational needs of immigrant children, but also addresses many gaps in our understanding of migratory teenagers' modus operandi in adapting to cultural diversity. By adopting this perspective, the book contributes to a growing body of educational and sociological literature by making important inroads into our understanding of the

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acculturation process, predominantly with regard to our perception of the acculturation strategies, attitudes, and outcomes in the context of the interculturalism of youth. Annotation Stritikus (education, U. of Washington) presents the case of one California school district's experience with the changes in bilingual education policy brought about by Proposition 227. His ethnographic study focuses on four teachers in two schools in a rural district, and seeks to understand the nature of teachers' work in an out of classroom literacy contexts in the new policy environment created by Proposition 227. The author examines how teachers' work influences the nature of Proposition 227 as a reform strategy, and several factors that contribute to the connection between policy and practice. He concludes with possible implications of the findings for the understanding of language policy and the education of culturally and linguistically diverse students. Annotation c. Book News, Inc., Portland, OR (booknews.com).

"A very exciting book on Koreans in the United States!" This book is very helpful for understanding the nature and the history of the Korean community in the USA. There are over one million Korean-Americans in the USA. Despite the small number and a short immigration history, Korean-Americans have been able to contribute to America in important ways. Korean-American students generally comprise the biggest block of ethnic minorities in Ivy League universities and other leading research universities. The current Yale University Law School Dean is Korean-American. A Korean-American has been the leader of the biggest Presbyterian denomination in the USA. Korean-Americans can be found all over the USA in every profession, and they have been very successful. And, perhaps, the Korean-American community is the most evangelical Christian ethnic community in America. In fact, many InterVarsity Christian Fellowship and Campus Crusade

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for Christ leaders in America's major universities are Korean-Americans. How is it that Korean-Americans came to play such an important role in the American society, particularly in the area of religion? This is a very good book to understand what makes the Korean-Americans "tick." Particularly insightful are the ways in which Christian Kim, the author, captures general patterns for the Korean-Americans and their successes. This is by far the best introductory book on Korean-Americans in the market and will be very useful for use in classroom settings, both on the high school and college levels, in courses dealing with ethnic studies and the Asian experience in American history and society.

Describes the flood of immigration into the United States in the late nineteenth and early twentieth centuries, focusing on the experiences of the youngest immigrants, both on their journeys and in their new country.

At the center of the largest wave of immigration in history in the United States are the children of immigrants. This study of the immigrant children offers a clear, broad, interdisciplinary view of who these children are and what the future might hold.

Traditional Chinese Edition of [NICKY&VERA: A Quiet Hero of the Holocaust and the Children He Rescued]. International Andersen Award, New York Times Best Children's Book winner Peter Sis works He never told anyone about the children. In the disorderly spring and summer of 1939, the Nazi haze gradually enveloped Europe, and the British youth were warm. Don arranged a train to flee the Czech Republic for refugee children. He saved 669 lives, but never told anyone.

Millions of teens in the United States are undocumented, meaning that they or their families immigrated to the country without legal permission from the government. However, despite the threat of deportation and other challenges,

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undocumented immigrants still have some rights under the law. Further, there are now measures in effect, signed by President Barack Obama, to help undocumented teens extend their stay in the U.S. Readers will learn about visas and other new government programs; how their immigration status can affect their families, education, and work; and what may happen if they break the law.

This book describes a doctoral research project which aims at investigating actual practices of dialogic oriented shared book reading targeting immigrant children in German kindergartens. In this particular research project, the potential contributions of these practices to children's German as second language learning were also assessed. The participants of the study were five native German speaking kindergarten teachers (Erzieherinnen) and five groups of four to six children ages 3- 6 years old. The data sources were videotaped shared book reading sessions which were afterwards transcribed and analysed by using content analysis method. The analysis phases of the study revealed the following findings: 1) there were three different forms of interactions found during the observed shared book reading situations; 2) there were various educators' strategies and children's behaviours observed during the videotaped shared book reading situations, which to some extent were congruent; 3) there were potential contributions of different forms of interactions to children's second language learning. Eventually, the findings of this study are expected to give theoretical and methodological contributions to the field of early childhood second language learning. Moreover, it is also expected to be a solid empirical basis to support the improvement of language promotion programs for immigrant children in German kindergartens.

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Icelandic society has seen considerable demographic

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changes during the last decade with growing numbers of immigrant families settling in the country. This has created a challenge to the Icelandic educational system, demanding improvement to meet the ethnic diversity of students at all school levels. This book presents a study of ten immigrant families, with particular emphasis on the children and their schooling during their first years in Iceland. The main significance of the study is its close analysis of individual experiences during the processes of immigration and adjustment to a new society and school community. The main conclusions of the study reveal insufficient school conditions of many of the immigrant children and discontinuities between some of the homes and schools. A reform agenda is needed at all school levels in Iceland to respond to the new multicultural reality and to prevent the segregation of immigrant children. The book should be useful to researchers within the fields of education, sociology, anthropology and multicultural studies as well as practitioners, such as teachers, school leaders and policy makers.

Text and contemporary photographs chronicle the life of immigrant children at home, school, work, and play during the late 1800's and early 1900's.

Child Welfare Systems and Migrant Children examines where, why and to what extent immigrant children are represented in the child welfare system in different countries. These countries include Australia/New Zealand, Belgium/the Netherlands, England, Estonia, Canada, Finland, Italy, Germany, Spain, Norway, and the United States--all of them having different child welfare philosophies and systems as well as histories and practices in immigration. By comparing policies and practices in child welfare systems (and welfare states), especially in terms of how they conceptualize and deal with immigrant children and their families, we address an immensely important and pressing issue in modern societies.

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Immigrants in the child welfare system are a critical issue and they seem to face serious challenges that are evident across countries. These are challenges related to lack of language proficiency, lack of knowledge about cultural and social aspects and about the public systems of the destination country. Perhaps most relevantly, the challenges may include collisions of ideas and beliefs about how to raise children, about children's place in the family and society, and about children's rights.

This handbook helps readers to both understand and craft policies to aid the successful acculturation of immigrants in the US. It is an excellent road map for researchers in immigration and education, as well as educational and developmental psychologists, sociologists, economists, and public policy makers. An immigrant from Russia, Dr. Grigorenko weaves her first-hand experiences and strategies into this unique text. It encompasses all available research on immigration and acculturation, from new information on bilingual education to studies of low-skill versus high-skill workers. Key Topics: Immigration and America: current snapshot of US immigration policy and a demographic profile Immigration and education: Pre-K through grade 12, higher, and adult education, and the labor market Immigration and incorporation into society: Implications for human development, health, and policy

How Latinx kids and their undocumented parents struggle in the informal street food economy Street food markets have become wildly popular in Los Angeles—and behind the scenes, Latinx children have been instrumental in making these small informal businesses grow. In *Kids at Work*, Emir Estrada shines a light on the surprising labor of these young workers, providing the first ethnography on the participation of Latinx children in street vending. Drawing on dozens of interviews with children and their undocumented parents, as

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well as three years spent on the streets shadowing families at work, Estrada brings attention to the unique set of hardships Latinx youth experience in this occupation. She also highlights how these hardships can serve to cement family bonds, develop empathy towards parents, encourage hard work, and support children—and their parents—in their efforts to make a living together in the United States. *Kids at Work* provides a compassionate, up-close portrait of Latinx children, detailing the complexities and nuances of family relations when children help generate income for the household as they peddle the streets of LA alongside their immigrant parents.

My book is certainly timely, considering the challenging situation many immigrants are now facing in the United States and other countries. The book is both interesting and entertaining; it offers inspiration for persons new to the United States and helps educate Americans and, by extension, natives of other industrialized nations to the plight of immigrants and their resiliency. The book is infused with humor and heartwarming moments, yet there is also the clear opportunity for discussion with respect to differences in cultural traditions and child-rearing. It is an excellent piece of work and a well-written life experience and a blueprint for every immigrant arriving in a foreign country. A valuable contribution to the understanding of the predicaments of immigrants and their resiliency. Do you want a definition of racism, stigma, discrimination, prejudice, bigotry, and survival? You must read this book.

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Immigration to the United States has reached historic numbers— 25 percent of children under the age of 18 have an immigrant parent, and this number is projected to grow to one in three by 2050. These children have become a significant part of our national tapestry, and how they fare is deeply intertwined with the future of our nation. Immigrant children and the children of immigrants face unique developmental challenges. Navigating two distinct cultures at once, immigrant-origin children have no expert guides to lead them through the process. Instead, they find themselves acting as guides for their parents. How are immigrant children like all other children, and how are they unique? What challenges as well as what opportunities do their circumstances present for their development? What characteristics are they likely to share because they have immigrant parents, and what characteristics are unique to specific groups of origin? How are children of first-generation immigrants different from those of second-generation immigrants? *Transitions* offers comprehensive coverage of the field's best scholarship on the development of immigrant children, providing an overview of what the field needs to know—or at least systematically begin to ask—about the immigrant child and adolescent from a developmental perspective. This book takes an interdisciplinary perspective to consider how personal, social, and structural factors interact to

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determine a variety of trajectories of development. The editors have curated contributions from experts across a carefully selected variety of topics covering ecologies, processes, and outcomes of development pertinent to immigrant origin children.

"Lola was just a baby when her family left the Island, so when she has to draw it for a school assignment, she asks her family, friends, and neighbors about their memories of her homeland...and in the process, comes up with a new way of understanding her own heritage"--

This insightful volume presents important new findings about parenting and parent-child relationships in ethnic and racial minority immigrant families. Prominent scholars in diverse fields focus on families from a wide range of ethnicities settling in Canada, China, Israel, Italy, the Netherlands, and the United States. Each chapter discusses parenting and parent-child relationships in a broader cultural context, presenting within-group and cross-cultural data that provide readers with a rich understanding of parental values, beliefs, and practices that influence children's developmental outcomes in a new country. For example, topics of investigation include cultural variation in the role of fathers, parenting of young children across cultures, the socialization of academic and emotional development, as well as the interrelationships among stress, acculturation processes, and parent-

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child relationship dynamics. This timely reference: • explores immigration and families from a global, multidisciplinary perspective; • focuses on immigrant children and youth in the family context; • challenges long-held assumptions about parenting and immigrant families; • bridges the knowledge gap between immigrant and non-immigrant family studies; • describes innovative methodologies for studying immigrant family relationships; and • establishes the relevance of these data to the wider family literature. Parental Roles and Relationships in Immigrant Families is not only useful to researchers and to family therapists and social workers attending to immigrant families, but also highly informative for persons interested in shaping immigration policy at the local, national, and global levels.

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