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This comprehensive look at Chinese-heritage students' academic, sociocultural, and emotional development in the public schools examines pertinent educational theories; complex (even inconvenient) realities; learning practices in and outside of schools; and social, cultural, and linguistic

complications in their academic lives across diverse settings, homes, and communities. Chinese-heritage students are by far the largest ethnic group among Asian American and Asian Canadian communities, but it is difficult to sort out their academic performance because NAEP and most state/province databases lump all Asian students' results together. To better understand why Chinese-heritage learners range from academic role models to problematic students in need of help, it is important to understand their hearts and minds beyond test scores. This book is distinctive in building this understanding by addressing the range of issues related to Chinese-heritage K-12 students' languages, cultures, identities, academic achievements, and challenges across North American schools. [The Administration of Secondary-school Units](#) Copyright Office, Library of Congress
Contains proceedings of various teachers' associations, academic examination papers, etc.
A Critical Dictionary

of English Literature and British and American Authors, Living and Deceased, from the Earliest Account to the Latter Half of the Nineteenth Century Lulu.com
In the World Library of Educationalists series, international scholars themselves compile career-long collections of what they judge to be their finest pieces - extracts from books, key articles, salient research findings, major theoretical and/or practical contributions - so the world can read them in a single manageable volume. Readers will be able to follow the themes and strands of their work and see their contribution to the development of a field, as well as the development of the field itself. Allan

Luke's work on critical and classroom literacy, schooling, and equity has influenced the fields of literacy education, teacher education, educational sociology, and policy for over three decades. This volume brings together Allan Luke's key writings on literacy and schooling. Chapters cover a range of topics and theories, including the development and application of a social and cultural analysis of literacy education and schooling; a primer on literacy as a social construction; classroom-based case studies of literacy teaching and learning; major theoretical and philosophic essays; practical programmatic work on school reform and enabling curriculum policies;

approaches to teaching critical literacy and multiliteracies.

Chinese-Heritage Students in North American Schools BoD

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