PERUVIAN IMMGRANT PARADOX: EXPLORING DIFFERENCES IN LEARNING CULTURES AND MATHEMATICS CURRICULUM

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Math instruction for immigrant students often begins with the assumption that this student population lacks math knowledge and skills necessary for academic success in the United States. Immigrant students in the U.S. are often placed in lower lever math classes due to the misconception that it will help them acquire English language skills. This deficit view of Latino immigrant students disregards the immigrant paradox being that first generation immigrants have better educational outcomes than individuals born in the United States, despite their similar disadvantaged circumstances. This study seeks to understand the immigrant paradox through Peruvian immigrant youths' educational experiences by: 1) a comparison of Peruvian and United States math curriculum; and 2), interviews with Peruvian immigrants who attended school both in Peru and Utah. My research indicates that a large number of Peruvian immigrants in Utah have a vast knowledge of math skills and language learned in their home country, Peru, which helps students connect concepts and succeed in math courses in the U.S.