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**The potential of a culturally based supplemental mathematics curriculum to improve the mathematics performance of Alaska native and other students.**

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Summary: A randomized controlled trial conducted in Alaska examined the efficacy of 2 second-grade modules of the reform-oriented and culturally based math in a cultural context (MCC) teacher training and curriculum. The results show that the “Picking Berries” (representing and measuring) and “Going to Egg Island” (grouping and place value) modules significantly improved students’ mathematics performance. The analysis also revealed that the impacts were broad based and significant for most of the subgroups of schools and students examined.

*Classification:* B70 C60 D30

*Keywords:* supplementary education; science course improvement projects; mathematics curriculum; culturally relevant education; mathematics achievement; learning modules; grade 2; cultural context; achievement gains; educational innovation; program effectiveness; alaska natives; control groups; experimental groups; pretests posttests; mathematics education; performance based assessment; ethnomathematics  
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