Abstract #4

International Issues, High-Stakes Testing, and Border Pedagogy:
Social Studies at Border High School

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The key objective of this investigation was to uncover the teachings of United States international policies from educators at a United States high school in close proximity to the United States and Mexico border. Eight social studies instructors and two administrators were interviewed with regard to how historical and current United States policies are addressed in the curriculum, classroom discussions, and assessment. Based on the data analysis, border pedagogy is considered as a viable approach in lieu of the current emphasis on single measure, high stakes testing.