

ERWC “False Facts” One-Pager

Misconceptions about ERWC are circulating through academic circles. This document aims to address some of the misunderstood “facts” about ERWC and provide the truth behind each.

“Fact” #1: ERWC is a curriculum designed to replace literature-based English courses. Adopting ERWC means sacrificing the teaching of classic works of literature.

False. ERWC offers enhanced opportunities to teach students the **skills** that they need to be life-long learners using modules that are based on books, dramas, poetry, and contemporary issues. Teachers can still teach “classics” like Hamlet or Brave New World, but it’s done through an expository, rhetorical lens.

“Fact” #2: ERWC is a remedial curriculum to be used as an “English Basics” class for low-achieving students.

False. ERWC is an academically rigorous curriculum that embeds options for modifications, accommodations, and scaffolding into the modules. While it is accessible to struggling students when implemented with intentionality, it is appropriate for **all** levels of learners.

“Fact” #3: ERWC is a college-prep class and is too challenging for struggling students or English learners.

False. Designated ELA/ELD modules offer integrated and designated ELD activities to support all language learners. With support, students at emerging and bridging levels of English proficiency will find the curriculum accessible. ERWC does prepare students for the types of reading, writing, and critical thinking they are likely to do in college, but the curriculum is appropriate for all levels of learners.

“Fact” #4: ERWC is a prescriptive, lockstep, worksheet-based curriculum that doesn’t allow for modification or teacher creativity.

False. ERWC encourages teachers to intentionally plan lessons and activities with their students’ needs in mind. As teachers prepare to plan a module, they can preview all of the activities offered and determine which will best serve the needs of their students. They may also modify activities to conform to a different text or to shift the focus of learning. While it is expected that teachers of ERWC will implement the curriculum with fidelity and follow the arc of learning, it is open to modification and customization based on student needs. Collaborative discussion is a key element of the curriculum.

“Fact” #5: The ERWC curriculum is another way for the CSU to make money or to spread liberal beliefs.

False. The ERWC curriculum was born out of collaboration between the California State University system and public high school teachers who saw a need to bridge the gap between high school curriculum and college expectations. The curriculum has been developed by college professors and high school teachers from a variety of backgrounds using research-based methods. It includes contemporary social issues and multiple perspectives on high-interest topics. Modules are created and written by professional educators who see and understand the skills students need, not professional book publishers looking to increase company revenue. ERWC materials are free to use for those who have been trained and certified as ERWC teachers.