



**ACME CURRICULUM STANDARD AND EVALUATION PROCEDURE**

**Title:** \_\_\_\_\_

**Creator:** \_\_\_\_\_

**Format:** \_\_\_\_\_

**Length:** \_\_\_\_\_

**Intended Audience:** \_\_\_\_\_

**Cost:** \_\_\_\_\_

**Standard #1: FUNDED** through independent means with no direct financial support from transnational media conglomerates.

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**Standard #2: FREE OF** unexamined commercial product placements.

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**Standard #3: CONTAIN** supporting curricula resources – questions and answers, pre and post-viewing activities, and/or background or supplemental materials for classroom and community educators.

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**Standard #4: PROMOTE** critical thinking through the application of various media literacy skills (access, analysis/questioning, evaluation, discussion, reflection.)

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**Standard #5: FACILITATE** active “hands-on” learning activities and independent media production (i.e. - writing, filmmaking, multimedia creation). Not applicable – though there is one “production” activity listed in the discussion guide, asking students to examine ads in gaming magazines and discuss them.

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**Standard #6: ESPOUSE** media-related activism in one’s school and/or community, encouraging students to move from “passive consumer” to “active citizen.”

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**Standard #7: ADDRESS** the positive/negative individual and societal effects – social, economic, cultural, political, psychological, spiritual, environmental – of media consumption.

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**Standard #8: EXPLORE** the structural and societal implications of media’s creation, financing, and distribution.

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**Standard #9: CHALLENGE** the current corporately-owned Big Media status quo in a specific, documented, and fearless manner.

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**Overall Quality of the Curriculum Material:**

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