



*“The more slowly trees grow at first, the sounder they are at the core,  
and I think the same is true of human beings.”*

*Henry David Thoreau*

At MC<sup>2</sup>, students do not progress through grades. Progress through phases is competency-, rather than time-based. The specific competencies for phases are delineated in Phase Checklists, and are organized to cultivate life-long learning through specific learning routines and habits.

At MC<sup>2</sup>, **Phase 1** is focused on having students understand the Habits that are essential to successful lifelong learning, and develop their ability to consciously apply those Habits. Phase 1 also targets competency in Basic Skills.

*What do I want from school? Who can I work with? Who do I want to learn from? How do I want others to see me?*

**Phase 2** expects students to continue developing their competency in the Habits, while shifting focus to applying those Habits to acquiring Essential Knowledge.

*What’s important to me? Where do I want to be 5 years from now? What choices do I have and don’t I have? What do I need to learn?*

By **Phase 3**, students are expected to be able to effectively and efficiently use the Habits for Essential Knowledge development. This is the phase where students are expected to document most of their Essential Knowledge.

*How do I (continue to) learn the things I want/need to? What is my plan for reaching my goals? What different things do I need to try? How do I present myself?*

In the **final phase**, students apply Habits and Essential Knowledge as they prepare to move into adult life.

*How can I communicate what I’ve learned? How valuable are my accomplishments? How does what I’ve learned connect to my life? Where do I want to go now?*

