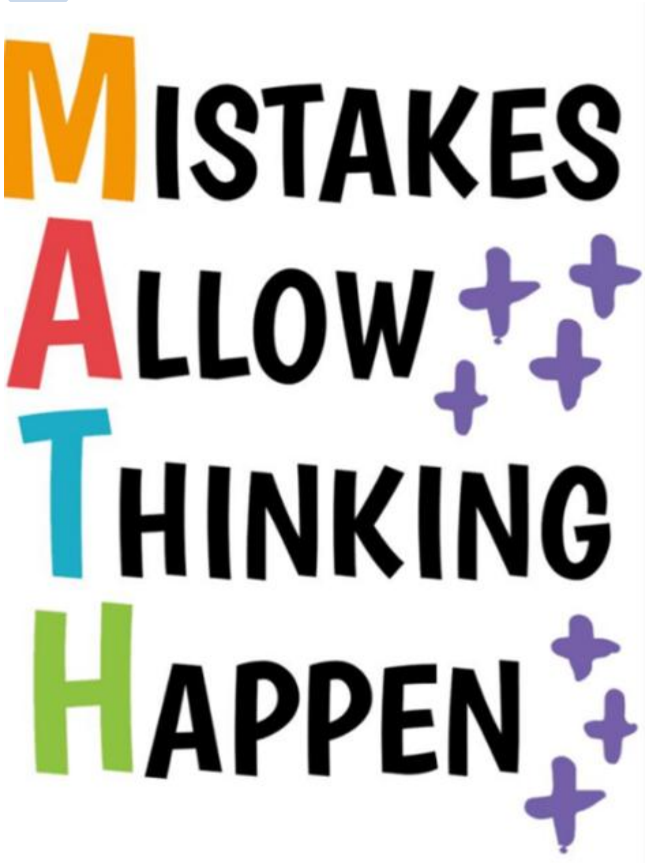
Hempstead Union Free School District
Grade 2
Mathematics Pacing Guides
2025–2026 School Year



Mission Statement

We value each student's voice and background, using their work to deepen understanding and guide instruction. By meeting learners where they are and embracing mistakes as thinking opportunities, we foster a culture of reflection, growth, and meaningful mathematical learning.

Vision Statement

We envision a learning community where students are equipped with the critical thinking, problem-solving, and adaptive skills needed to thrive in a world yet to be imagined. Through rigorous, relevant, and responsive math instruction, we prepare all learners to be college- and career-ready, confident in their ability to tackle future challenges with curiosity and resilience.

Effective Math Teaching Practices

Mathematics Teaching Practices
Establish mathematics goals to focus learning. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.
Implement tasks that promote reasoning and problem solving. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.
Use and connect mathematical representations. Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.
Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.
Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.
Build procedural fluency from conceptual understanding. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.
Support productive struggle in learning mathematics. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.
Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

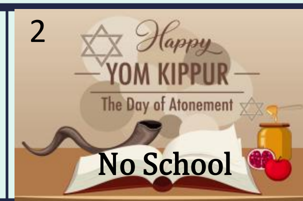
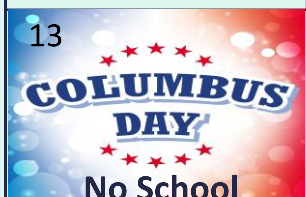
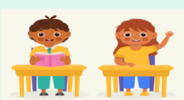
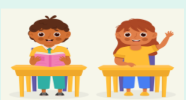
NCTM

Table of Contents

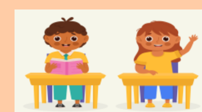
September 2025

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
1 **No School Labor Day**	2  **First Day of School**	3 	4 		Module 1 Suggested Tools
8 	9 	10 Module 1 Lesson 1 Practice making ten and adding to ten	11 Module 1 Lesson 2 Practice making the next ten and adding to a multiple of ten	12 Module 1 Lesson 3 Add and subtract like units	Lesson 1 to 2 2.0A.2 Lesson 3 to 8 **2.0A.1, 2.0A.2, 2.NBT.5**
15 Module 1 Lesson 4 Make a ten to add within 20	16 Module 1 Lesson 5 Make a ten to add within 100	17 Module 1 Lesson 6 Subtract single-digit numbers from multiples of 10 within 100	18 Module 1 Lesson 7 Take from ten within 20	19 Module 1 Lesson 8 Take from ten within 100	
22 END OF MODULE ASSESSMENT TASK	23  **No School**	24  **No School**	25 DATA REVIEW 	26 Module 2 Lesson 1 Connect measurement with physical units by using multiple copies of the same physical unit to measure	Lesson 1 to 3 2.MD.1
29 Module 2 Lesson 2 Use iteration with one physical unit to measure	30 Module 2 Lesson 3 Apply concepts to create unit rulers and measure lengths using unit rulers				
					Module 2 Suggested Tools

October 2025

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
		1 Module 2 Lesson 4 Measure various objects using centimeter rulers and meter sticks	2 	3 Module 2 Lesson 5 Develop estimation strategies by applying prior knowledge of length and using mental benchmarks	Lesson 4 to 5 2.MD.1, 2.MD.3
6 Module 2 Lessons 6-7 Length units: relate measurements to unit size	7 Module 2 Lesson 8 Solve addition and subtraction word problems using the ruler as a number line	8 Module 2 Lesson 9 Measure lengths of string using measurement tools, and use tape diagrams to represent and compare the lengths	9 Module 2 Lesson 10 Apply conceptual understanding of measurement by solving two-step word problems	10 END OF MODULE ASSESSMENT TASK	Lesson 6 to 7 2.MD.1, 2.MD.2, 2.MD.4 Lesson 8 to 10 2.MD.5, 2.MD.6, 2.MD.1, 2.MD.3, 2.MD.4
13 	14 DATA REVIEW 	15 Module 3 Lesson 1 Bundle and count ones, tens, and hundreds to 1,000	16 Module 3 Lesson 2 Count up and down between 100 and 220 using ones and tens	17 Module 3 Lesson Count up and down between 90 and 1,000 using ones, tens, and 100s	Lesson 1 2.NBT.1 Lesson 2 To 3 2.NBT.2, 2.NBT.1
20 Module 3 Lesson 4 Count up to 1,000 on the place value chart	21 Module 3 Lesson 5 Write base ten three-digit numbers in unit form, show the value of each digit	22 Module 3 Lesson 6 Write base ten numbers in expanded form	23 Module 3 Lesson 7 Write, read, and relate base ten numbers in all forms	24 Module 3 Lesson 8 Count the total value of $1, $10, and $100 bills up to $1000	Lesson 4 to 7 2.NBT.3, 2.NBT.1, 2.NBT.2 Lesson 8 to 10 2.NBT.2, 2.NBT.1, 2.NBT.3, 2.MD.8
27 Module 3 Lesson 9 Count from $10 to $1,000 on the place value chart and the empty number line	28 Module 3 Lesson 10 Explore $1,000. How many $10 bills can we charge for a thousand dollar bill?	29 MID MODULE ASSESSMENT 	30 DATA REVIEW 	31 Module 3 Lesson 11 Count the total value of ones, tens, and hundreds with place value disks	Lesson 11 to 15 2.NBT.A
					Module 3 Suggested Tools

November 2025

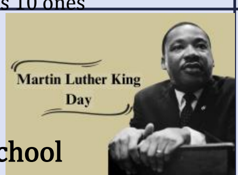
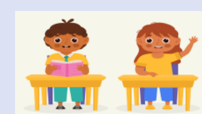
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
					Module 3 Suggested Tools
3 Module 3 Lesson 12 Change 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand	4 **Professional Development Day- ½ for Students**	5 Module 3 Lesson 13 Read and write numbers within 1,000 after modeling with place value disks	6 Module 3 Lesson 14 Model numbers with more than 9 ones or 9 tens; write in expanded, unit, standard, and word frames	7 Module 3 Lesson 15 Explore a situation with more than 9 groups of ten	Lesson 11 to 15 2.NBT.A.
10 Module 3 Lessons 16 &17 Compare two three-digit numbers using >, >, and =	11 **SCHOOL CLOSED** 	12 BENCHMARK	13 BENCHMARK	14 DATA REVIEW 	Lesson 16 to 18 2.NBT.4
17 **Conference Day for Elementary ½ for Students**	18 Module 3 Lesson 18 Order numbers in different forms	19 Module 3 Lessons 19 & 20 Model and use language to tell about 1 more and 1 less, 10 more and 10 less, and 100 more and 100 less	20 Module 3 Lesson 21 Complete a pattern counting up and down	21 END OF MODULE ASSESSMENT TASK	Lesson 19 to 21 2.NBT.2, 2.0A.1, 2.NBT.8
24 DATA REVIEW 	25 Module 4 Lesson 1 Relate 1 more, 1 less, 10 more, and 10 less to addition and subtraction of 1 and 10	26 **½ day- District Wide Evacuation Drill**	27 **Closed for Thanksgiving Recess** 	28 **Closed for Thanksgiving Recess** 	Lesson 1 to 5 2.OA.1, 2.NBT.5, 2.NBT.8, 2.NBT.9

December

2025

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
1 Module 4 Lesson 2 Add and subtract multiples of 10 including counting on to subtract	2 Module 4 Lessons 3&4 Add and subtract multiples of 10 and some ones within 100	3 Module 4 Lesson 5 Solve one- and two- step word problems within 100 using strategies based on place value	4 Module 4 Lesson 6 Use manipulatives to represent the composition of 10 ones as 1 ten with two-digit addends	5 Module 4 Lesson 7 Relate addition using manipulatives to a written vertical method	Lesson 1 to 5 2.OA.1, 2.NBT.5, 2.NBT.8, 2.NBT.9 Lesson 6 to 10 2.NBT.7, 2.NBT.9, 2.OA.1, 2.NBT.5
8 Module 4 Lesson 8 Use math drawings to represent the composition and relate drawings to a written method	9 Module 4 Lessons 9 &10 Use math drawings to represent the composition when adding a two-digit to a three-digit addend	10 Module 4 Lesson 11 Represent subtraction with and without the decomposition of 1 ten as 10 ones with manipulatives	11 Module 4 Lesson 12 Relate manipulative representations to a written method	12 Module 4 Lesson 13 Use math drawings to represent subtraction with and without decomposition and relate drawings to a written period	Lesson 11 to 16 2.OA.1, 2.NBT.7, 2.NBT.9, 2.NBT.5
15 Module 4 Lessons 14&15 Represent subtraction with and without the decomposition when there is a three-digit method	16 Module 4 Lesson 16 Solve one-and two-step word problems within 100 using strategies based on pace value	17 MID MODULE ASSESMENT TASK	18 DATA REVIEW 	19 Module 4 Lesson 17 Use mental strategies to relate compositions of 10 tens as 1 hundred to 10 ones as 1 ten	Lesson 17 to 22 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9
22 **No School Holiday Recess**	23 **No School Holiday Recess**	24  **No School Holiday Recess**	25  **No School**	26 **No School Holiday Recess**	
29 **No School Holiday Recess**	30 **No School Holiday Recess**	31 **No School Holiday Recess**			**Module 4 Suggested Tools**

January 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
			1  No School Holiday Recess	2 No School Holiday Recess	
5 Module 4 Lesson 18 Use manipulatives to represent the additions with two compositions	6 Module 4 Lesson 19 Relate manipulative representations to a written method	7 Module 4 Lessons 20 &21 Use math drawings to represent additions with up to two compositions and relate drawings to a written method	8 Module 4 Lesson 22 Solve additions with up to four addends with totals within 200 with and without two compositions of larger units	9 Module 4 Lesson 23 Use number bonds to break apart three-digit minuends and subtract from the hundred	Lesson 17 to 22 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9 Lesson 23 to 28: 2.NBT.7, 2.NBT.9
12 Module 4 Lesson 24 Use manipulatives to represent subtraction with decompositions of 1 hundred as 10 tens and 1 ten as 10 ones	13 Module 4 Lesson 25 Relate manipulative representations to a written method	14 Module 4 Lesson 26 Use math drawings to represent subtraction with up to two decompositions and relate drawings to a written method	15 Module 4 Lessons 27&28 Subtract from 200 and from numbers with zeros in the tens place	16 Module 4 Lesson 29 Use and explain the totals below method using words, math drawings, and numbers	Lesson 29 to 31 2.OA.1, 2.NBT.7, 2.NBT.9
19  No School MLK Holiday	20 Module 4 Lesson 30 Compare totals below to the new groups below as written methods	21 Module 4 Lesson 31 Solve two-step word problems within 100	22 END OF MODULE ASSESMENT TASK	23 DATA REVIEW 	
26 Module 5 Lesson 1 Relate 10 more, 10 less, 100 more, and 100 less to addition and subtraction of 10 and 100	27 Module 5 Lesson 2&3 Add and subtract multiples of 100, including counting on to subtract	28 Module 5 Lesson 4 Subtract multiples of 100 and some tens within 1,000	29 Module 5 Lesson 5 Use the associative property to make a hundred in one addend	30 Module 5 Lesson 6 Use the associative property to subtract from thee-digit numbers and verify solutions with addition	Lesson 1 to 7 2.NBT.7, 2.NBT.8, 2.NBT.9
					Module 5 Suggested Tools

February 2026

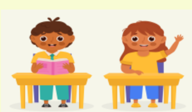
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
2 Conf. Day-Half Day for students	3 Module 5 Lesson 7 Share and critique solution strategies for varied addition and subtraction problems within 1,000	4 **PreK & K Conf. Day-Half Day for students** Module 5 Lesson 8&9 Relate manipulative representations to the addition algorithm	5 Module 5 Lessons 10&11 Use math drawings to represent additions with up to two compositions and relate drawings to the addition algorithm	6 Module 5 Lesson 12 Choose and explain solution strategies an record with a written addition method	Lesson 1 to 7 2.NBT.7,2.NBT.8, 2.NBT.9 Lesson 8 to 12 2.NBT,7, 2.NBT.9
9 MID MODULE ASSESSMENT TASK	10 DATA REVIEW 	11 Module 5 Lesson 13 Relate manipulative representations to the subtraction algorithm, and use addition to explain why the subtraction method works	12 Module 5 Lessons 14&15 Use math drawings to represent subtraction with up to two decompositions, relate drawings to the algorithm, and use addition to explain why the subtraction method works	13 Module 5 Lessons 16&17 Subtract from multiples of 100 and from numbers with zero in the tens place	Lesson 13 to 18: 2.NBT.7, 2.NBT.9
16 **No School Winter Recess**	17  **No School Winter Recess** **(Lunar New Year)**	18 **No School Winter Recess**	19 **No School Winter Recess**	20 **No School Winter Recess**	
23 Module 5 Lesson 18 Apply and explain alternate methods for subtracting from multiples of 100 and from numbers with zero in the tens place	24 Module 5 Lessons 19&20 Choose and explain solution strategies and record with a written addition or subtraction method	25 END OF MODULE ASSESSMENT TASK	26 DATA REVIEW	27 Module 6 Lesson 1 Use manipulatives to create equal groups	Lesson 19-20 2.NBT.7, 2.NBT.8, 2.NBT.9 Module 6 Lesson 1 to 4 2.OA.4, 2.NBT.2, 2.NBT.6
					Module 5 Suggested Tools

March

2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
2 Module 6 Lessons 2 &3 Use math drawings to represent equal groups, and relate to repeated addition	3 Module 6 Lesson 4 Represent equal groups with tape diagrams, and relate to repeated addition	4 Module 6 Lesson 5 Compose arrays from rows and columns, and count to find the total using objects	5 Module 6 Lesson 6 Decompose arrays into rows and columns, and relate to repeated addition	6 Module 6 Lesson 7 Represent arrays and distinguish rows and columns using math drawings	Lesson 1 to 4 2.OA.4, 2.NBT.2, 2.NBT.6 Lesson 5 to 9 2.OA.4, 2.NBT.2
9 Module 6 Lesson 8 Create arrays using square tiles with gaps	10 Module 6 Lesson 9 Solve word problems involving addition of equal groups in rows and columns	11 BenchMark	12 BenchMark	13 DATA REVIEW	
16 MID MODULE ASSESMENT TASK	17 DATA REVIEW 	18 Module 6 Lessons 10&11 Use square tiles to compose a rectangle, and relate to the array model	19 Module 6 Lesson 12 Use math drawings to compose a rectangle with square tiles	20 Module 6 Lesson 13 Use square tiles to decompose a rectangle	Lesson 10 to 16 2.OA.4, 2.G.2
23 Module 6 Lesson 14 Use scissors to partition a rectangle into same-size squares, and compose arrays with the squares	24 Module 6 Lesson 15 Use math drawings to partition a rectangle with square tiles, and relate to repeated addition	25 Module 6 Lesson 16 Use grid paper to create designs to develop spatial structuring	26 Module 6 Lesson 17 Relate doubles to even numbers, and write number sentences to express the sums	27 Module 6 Lesson 18 Pair objects and skip-count to relate to even numbers	Lesson 17 to 20: 2.OA.3
30 Module 6 Lesson 19 Investigate the pattern of even numbers: 0. 2. 4. 6. and 8 in the ones place, and relate to odd numbers	31 Module 6 Lesson 20 Use rectangular arrays to investigate odd and even numbers				
					Module 6 Suggested Tools

April 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
		1 END OF MODULE TASK	2 First Snow Day (Otherwise school closed)	3  No School Spring Recess	Module 7 Suggested Tools
6  No School Spring Recess	7  No School Spring Recess	8  No School Spring Recess	9  No School Spring Recess	10  No School Spring Recess	
13 DATA REVIEW 	14 Module 7 Lesson 1 Sort and record data into a table using up to four categories; use category counts to solve word problems	15 Module 7 Lesson 2 Draw and label a picture graph to represent data with up to four categories	16 Module 7 Lesson 3 Draw and label a bar graph to represent data; relate the count scale to the number line	17 Module 7 Lesson 4 Draw a bar graph to represent a given data set	Lesson 1 to 5: 2.MD.10, 2.MD.6
20 Module 7 Lesson 5 2.MD.10 2.MD.6	21 Module 7 Lesson 6 Recognize the value of coins and count up to find their new total value	22 Module 7 Lesson 7 Solve world problems using the total value of a group of coins	23 Module 7 Lesson 8 Solve word problems involving the total value of a group of bills	24 Module 7 Lesson 9 Solve word problems involving different combinations of coins with the same total value	Lesson 6 to 13 2.NBT.5, 2.MD.8, 2.NBT.2, 2.NBT.6
27 Module 7 Lesson 10 Use the fewest number of coins to make a given value	28 Module 7 Lesson 11 Use different strategies to make $1 or make change from $1	29 Module 7 Lesson 12 Solve word problems involving different ways to make change from $1	30 Module 7 Lesson 13 Solve two-step word problems involving dollars or cents with totals within $100 or $1		

May

2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
4 MID MODULE ASSESMENT TASK	5 Conf. Day- Elem/ENL Half Day for students	6 DATA REVIEW	7 Module 7 Lesson 14 Connect measurement with physical units by using iteration with an inch tile to measure	8 Module 7 Lesson 15 Apply concepts to create inch rulers; measure lengths using inch rulers	Lesson 14 to 15: 2.MD.1
11 Module 7 Lesson 16 Measure various objects using inch rulers and yardsticks	12 Module 7 Lesson 17 Develop estimation strategies by applying prior knowledge of length and using mental benchmarks	13 Module 7 Lesson 18 Measure an object twice using different length units and compare; relate measurement to unit size	14 Module 7 Lesson 19 Measure to compare the differences in lengths using inches, feet, and yards	15 Module 7 Lesson 20 Solve two-digit addition and subtraction word problems involving length by using tape diagrams and writing equations to represent the problem	Lesson 16 to 19 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4
18 Module 7 Lesson 21 Identify unknown numbers on a number line diagram by using the distance between numbers and reference points	19 Module 7 Lesson 22 Represent two-digit sums and differences involving length by using the ruler as a number line	20 Module 7 Lesson 23 Collect and record measurement data in a table; answer questions and summarize the data set	21 Module 7 Lesson 24 Draw a line plot to represent the measurement data; relate the measurement scale to the number line	22 Module 7 Lesson 25&26 Draw a line plot to represent a given data set; answer questions and draw conclusions based on measurement data	Lesson 20 to 22 2.MD.5, 2.MD.6, 2.NBT.2, 2.NBT.4, 2.NB.5 Lesson 23 to 26 2.MD.6, 2.MD.9, 2.MD.1, 2.MD.5
25  No School Memorial Day	26 END OF MODULE ASSESMENT TASK	27 DATA REVIEW 	28 Module 8 Lesson 1 Describe two-dimensional shapes based on attributes	29 Module 8 Lesson 2 Build, identify, and analyze two-dimensional shapes with specified attributes	Lesson 1 to 5 2.G.1, 2.MD.1
					Module 8 Suggested Tools

June 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
1 Module 8 Lesson 3 Use attributes to draw different polygons including triangles, quadrilaterals, pentagons, and hexagons	2 Module 8 Lesson 4 Use attributes to identify and draw different, quadrilaterals including rectangles, rhombuses, parallelograms, and trapezoids	3 Module 8 Lesson 5 Relate the square to the cube, and describe the cube based on attributes	4 Module 8 Lesson 6 Combine shapes to create a composite shape; create a new shape from composite shapes	5 Module 8 Lesson 7&8 Interpret equal shares in composite shapes as halves, thirds, and fourths	Lesson 1 to 5 2.G.1, 2.MD.1 Lesson 6 to 8 2.G.3, 2.G.1
8 Module 8 Lesson 9&10 Partition circles and rectangles into equal parts, an describe those parts as halves, thirds, or fourths	9 Module 8 Lesson 11 Describe a whole by the number of equal parts including 2 halves, 3 thirds, and 4 fourths	10 Module 8 Lesson 12 Recognize that equal parts of an identical rectangle can have different shapes	11 Module 8 Lesson 13 Construct a paper clock by partitioning a circle into halves and quarters, and tell time to the half hour or quarter hour	12 Module 8 Lesson 14 Tell time to the nearest five minutes	Lesson 9 to 12 2.G.3, 2.G.1 LESSON 13 TO 16 2.MD.7, 2.G.3, 2.NBT.2, 2.NBT.5, 2.NBT.6
15 Module 8 Lesson 15 Tell time to the nearest five minutes; relate A.M. and P.M. to time of day	16 Module 8 Lesson 16 Solve elapsed time problems involving whole hours and a half hour	17 END OF MODULE ASSESMENT TASK	18 DATA REVIEW 	19  Closed for Juneteenth	
22	23	24	25	26  (Early Dismissal)	
29	30				
					Module 8 Suggested Tools

Grade 2

Domain	Cluster	Standard(s)
Operations and Algebraic Thinking	Represent and solve problems involving addition and subtraction.	NY-2.OA.1a,1b
	Add and subtract within 20.	NY-2.OA.2a, 2b
	Work with equal groups of objects to gain foundations for multiplication.	NY-2.OA.3, 3a, 3b
		NY-2.OA.4
Numbers and Operations in Base Ten	Understand place value.	NY-2.NBT.1,1a,1b
		NY-2.NBT.4
	Use place value understanding and properties of operations to add and subtract.	NY-2.NBT.5
		NY-2.NBT.6
		NY-2.NBT.7,7a,7b
		NY-2.NBT.8
		NY-2.NBT.9
Measurement and Data	Measure and estimate lengths in standard units.	NY-2.MD.1
		NY-2.MD.2
		NY-2.MD.3
		NY-2.MD.4
	Relate addition and subtraction to length.	NY-2.MD.5
		NY-2.MD.6
	Work with time and money.	NY-2.MD.7
		NY-2.MD.8,8a,8b
		NY-2.MD.8b
	Represent and interpret data.	NY-2.MD.9
		NY-2.MD.10
Geometry	Reason with shapes and their attributes.	NY-2. G.1
		NY-2. G.2
		NY-2. G.3

Next-Generation Math Practice Standards

Standard for Mathematical Practice	Student Friendly Language
1. Make sense of problems and persevere in solving them. 	• I can try many times to understand and solve a math problem.
2. Reason abstractly and quantitatively. 	• I can think about the math problem in my head, first.
3. Construct viable arguments and critique the reasoning of others. 	• I can make a plan, called a strategy, to solve the problem and discuss other students' strategies too.
4. Model with mathematics. 	• I can use math symbols and numbers to solve the problem.
5. Use appropriate tools strategically. 	• I can use math tools, pictures, drawings, and objects to solve the problem.
6. Attend to precision. 	• I can check to see if my strategy and calculations are correct.
7. Look for and make use of structure 	• I can use what I already know about math to solve the problem.
8. Look for and express regularity in repeated reasoning. 	• I can use a strategy that I used to solve another math problem.

Parent Resources

Module 1

Module 2

Module 3

Module 4

Module 5

Module 6

Module 7

Module 8

Recursos para Padres

Módulo 1

Módulo 2

Módulo 3

Módulo 4

Módulo 5

Módulo 6

Módulo 7

Módulo 8