Elementary grade Florida standards. Paper details: As a teacher, you will be using children’s literature in your classroom to serve many purposes, such as teaching particular content, developing specific skills, and addressing cross-curricular needs. For this task, think broadly about the role that children’s literature plays in helping students appreciate how the literature that they are exposed to can help them understand mathematics, science, history, culture, geography, etc. in different ways. You will present ways in which children’s texts promote cross-curricular understanding and appreciation. Your focus will be on how children’s literature can be used to foster conversations and connections for students in the classroom and what teaching practices you can use and take forward with you into your own classroom. REQUIREMENTS Your submission must be your original work. No more than a combined total of 30% of the submission and no more than a 10% match to any one individual source can be directly quoted or closely paraphrased from sources, even if cited correctly. The originality report that is provided when you submit your task can be used as a guide. You must use the rubric to direct the creation of your submission because it provides detailed criteria that will be used to evaluate your work. Each requirement below may be evaluated by more than one rubric aspect. The rubric aspect titles may contain hyperlinks to relevant portions of the course. Tasks may not be submitted as cloud links, such as links to Google Docs, Google Slides, OneDrive, etc., unless specified in the task requirements. All other submissions must be file types that are uploaded and submitted as attachments (e.g., .docx, .pdf, .ppt). A. Identify three children's books with one common central focus (i.e., a topic such as the solar system, life cycles, the civil rights movement, etc.). Cite the books according to APA style. Each book must meet the following criteria: • be appropriate for an elementary or middle-level (grades K–8) classroom • not contain religious instruction Note: The children's books should have depth and breadth of content which will enable you to incorporate those books into a learning segment in part B. B. Using the attached "WGU Connected Learning Segment Overview Template," create a cross-curricular learning segment overview with three lessons that does the following: • be designed to support students when interacting with children's literature (e.g., motivate and engage students) • incorporate all the books from part A (at least one book per lesson) • relate to one central focus • be appropriate for elementary or middle-level students • contain three different subjects (i.e., math, social studies, science) 1. Complete the "General Information" section of the attached template. 2. Complete the "Lesson Information" sections for each of the three lessons in the attached template. Each lesson must incorporate at least one book identified in part A. 3. Complete the Reflection section of the attached template by explaining how the learning segment was designed to support students (e.g., motivating and engaging students) when interacting with children's literature. Use evidence-based research or resources in the course of study to support your explanation, and include any necessary in-text citations. C. Acknowledge sources, using in-text citations and references, for content that is quoted, paraphrased, or summarized. D. Demonstrate professional communication in the content and presentation of your submission.