

ABSTRACT

This master's thesis focused on the analysis of core curriculum content in the field of human biology as presented in textbooks designed for the 8th grade of primary schools and corresponding years of multi-year gymnasia. Its main objective was to conduct empirical analysis of the content of textbooks from various Czech publishers to identify the core curriculum or its key concepts presented in these textbooks. A microanalysis of textbook content and an analysis of core concepts presented by textbooks from individual Czech publishers were conducted. The analysis of the core curriculum was conducted based on the identification of important technical terms in the textbook text, removal of duplicates within individual textbook texts, further unification of terms based on their summarizing concepts, and finally, the identification of technical terms that appeared in more than half of the presented textbooks. The results indicated that out of the total number of key terms contained in current Czech textbooks on natural science, only 426 terms, representing less than 17 %, were identified as core curriculum content.

KEYWORDS: textbooks, biology, human biology, key terms, core curriculum, analysis