

## Abstract

This bachelor thesis deals with the content and structure of the curriculum of synthetic macromolecular substances at the grammar school level. In the theoretical part there is introduced the content of education, today's curricular documents and the most frequently used chemistry textbooks at grammar schools. Furthermore, there is defined the content and structure of the curriculum and there are introduced options of graphical illustration of the curricular structure by the usage of the right computer programmes. The practical part of this bachelor thesis includes an analysis of chosen school education programmes and the most frequently used chemistry textbooks. Based on this analysis there was created a graphical illustration of the content and structure of the curriculum of the synthetic macromolecular substances. In the second part there is introduced an analysis of the content and structure of the synthetic macromolecular substances curriculum, which was created and verified in the project ESTABLISH, and its illustration. In the concluding discussion there is presented a comparison of both attitudes to the choice and system of synthetic macromolecular substances, it means the deductive and inductive approach.