CM is a useful tool for evaluating the instructional sequence or conceptual construction of textbooks for the basic cycle of the course of Physics and Engineering as for high school. We show that CM is to the analysis of the concepts of the science the analog of structured language is for programming. As an application, CM will be used to evaluate the topic called Modern Physics written for Basic Physics. We use
as theoretical frame the theory of didactic transposition of Chevallard and generalized by Izquierdo-Aymerich, Adúriz-Bravo and others. It can be observed that most Modern Physics books follow the curriculum structure proposed in the book “Quantum Physics” of the authors R. Eisberg and R. Resnick. But some stand out by offering some alternative proposals for the instructional sequence of exposure of subject. Thus, we face the question: Can we evaluate and compare the sequences of didactic presentation of topics in modern physics that led to the development of Schrödinger Equation. What are the main topics that should be given greater emphasis and which could be taught superficially, or even deleted?

Concept maps built for the contents of Modern Physics show us the most important links between the key concepts introduced by the authors. They show how concepts are sometimes anticipated, sometimes postponed and sometimes partitioned to provide support and consistency to topics and chapters which will follow. The CM built for high school textbook could tell us the level of math used in its text.

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