INTRODUCTION: Collections of textbooks are distributed every three years to basic education schools and represent a source of knowledge to students and a reference to the pedagogical work of teachers. Biochemistry is an area that studies the chemical processes occurring in living organisms, with their concepts present in both chemistry textbooks as in biology. It is necessary that the present approach in these books is interesting to students, to recognize the importance of understanding these processes. OBJECTIVES: To analyze as it has been crafted in biochemistry textbooks high school approved by PNLD 2015.

MATERIALS AND METHODS: We investigated how the biochemical area-related content are described in the book "Bio - Volume 1", authored by Sonia Lopes and Sergio Rosso, and in the book "Chemistry - Volume 3" by Martha Reis with regard to clarity of concepts, context, illustrations and interdisciplinarity. RESULTS: Both books have chapters devoted especially to describe on this area, with plenty of catchy titles, but one in the first year and the other in the final year of high school. In biology textbook chapter called "The chemistry of life" brings in its approach clear and succinct concepts, contextualizes the issues on current information of figures and tables, features lots of illustrations that range from photographs to represent chemical structures and is mainly interdisciplinary in test questions. In chemistry textbook chapter "Introduction to Biochemistry" shows clear and detailed concepts, contextualizes with curiosities and everyday issues of students, has auxiliary illustrations in understanding and is interdisciplinary. CONCLUSIONS: We realize that there is a gap between the disciplines to work biochemistry during high school, but the form of presentation used for books is clear and present use of languages in the daily lives of students, making learning interesting and attractive.

Keywords: Textbooks. Biochemistry. Analysis.