The continual development of open-sourced and freely available applets, mathlets, mobile device apps, software, and internet-based platforms has greatly expanded our technology toolboxes for exploring and teaching differential equations. At the same time, there is continually growing interest in a modeling-first approach to teaching ODE. To successfully incorporate and interweave both modeling and technology into our courses in a manner that is motivating, illuminating, and engaging for students might require us to make difficult choices about topic coverage and to come clean about what it is we truly value in our typical ODE curricula. (Received September 26, 2017)